DOCUMENT RESUME

ED 356 642 FL 021 135

AUTHOR Woodward, Tessa, Ed.
TITLE The Teacher Trainer: A Practical Journal Mainly for Modern Language Teacher Trainers, 1992.
REPORT NO ISSN-0951-7626
PUB DATE 92
NOTE 110p.
AVAILABLE FROM Pilgrims Language Courses, 8 Vernon Place, Canterbury, Kent CT1 3HG, England, United Kingdom.
PUB TYPE Collected Works - Serials (022)
JOURNAL CIT Teacher Trainer; v6 n1-3 Spr-Aut 1992

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Administrator Role; Class Activities; Classroom Observation Techniques; Classroom Research; Classroom Techniques; Educational Change; Empathy; Employment Potential; English (Second Language); Feedback; Foreign Countries; Games; Inservice Teacher Education; Instructional Materials; *Language Teachers; Second Language Instruction; *Second Languages; Student Evaluation; *Teacher Education; *Teacher Educators; Teacher Role; Teaching Assistants; Testing
IDENTIFIERS *Spain

ABSTRACT

This document consists of the three issues of the serial "The Teacher Trainer" issued during 1992. Articles include: "Resistance to Change in Teacher Training Courses"; "Teacher Training Games Series: Game 6: Language Bridge"; "How Trainees Can Provide a Resource for Staff Development"; "Do Unto Them As They Are To Do Unto Others"; "Maximizing Learning in an Intensive Teacher Training Course"; "The Crucial Role of Feedback and Evaluation in Language Classes"; "A Final 'Anti-Exam' for an In-Service Teachers' Program"; "Practical Reflections in Teacher In-Service Training"; "Nine-Card Diamond Technique"; "Observing a Reading Activity"; "Are Our Trainees Employable?" "The Administrator's Role in Action Research"; "Another Flipping Training Aid"; "The Use of Foreign Languages in Training Teachers of English"; "Psychodrama, Human Relations Training and Language Training"; "Trainer Background: The Centre for Information on Language Teaching (CILT)"; "Metaplan"; "Training Around the World: Spain"; "The Role of the English Language Assistant and the Teacher's Centre"; "Fishbowl"; Action Logging: Letting the Students In on Teacher Reflection"; Erroroleplay"; "Teacher Training Game Series: Game 7, Language Dominoes"; "Exploring the Role of the Teacher Trainer"; "One Way of Running a 'Teacher Speaking' Session"; "Explanations and Explaining"; "An Examination of the Effects of Using Consciously Applied Empathy in Situations of Potential Conflict"; "Things To Do After Teacher Training Input"; "Training Around the World: Hungary"; "What It's Like To Be a Traveling Trainer"; and "Uncharted Waters...Reflections of a Beginning Trainer." (MSE)

ED356642

The Teacher Trainer:
A Practical Journal Mainly for Modern Language Teacher Trainers, 1992.
Volume 6, Numbers 1-3.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Tessa Woodward

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FL 021 135

BEST COPY AVAILABLE

THE TEACHER TRAINER

A Practical Journal mainly for modern language teacher trainers

Volume six Number one

! INSIDE !

	Page
Resistance in learning	4
A training game	7
Seeing trainees as a department resource	10
The affect of evaluation and feedback on self-concept	15
An anti-exam for working trainees	18
'Top-down' or 'bottom-up' reflections	19
Specialised observation charts for reading classes	22
Are RSA trainees employable?	26
Spot the spoof!	30

ESTABLISHED SERIES

Process options, Observation and feedback, Trainer background, and Publications received.

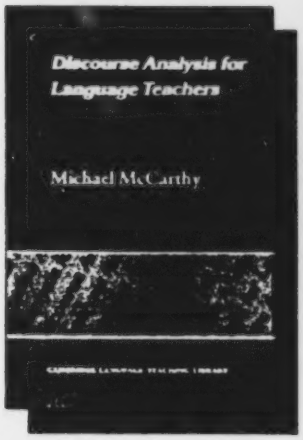
BEST COPY AVAILABLE

Cambridge ELT: the professional choice

New from the Cambridge Language Teaching Library

Discourse Analysis for Language Teachers

Michael McCarthy



The book begins with the question: What is discourse analysis? Different models of analysis are outlined and evaluated in terms of their usefulness to language teachers. This is followed by chapters dealing with new ways of looking at grammar, vocabulary and phonology in the light of discourse analysis. The final section of the book concentrates on spoken and written language with examples from native-speaker and learner data. It also considers some teaching approaches based on the insights of discourse analysis.

Discourse Analysis for Language Teachers contains:

- reader activities with guidance on appropriate responses
- further reading suggestions for each chapter
- a comprehensive list of references.

Other books in this series

The Language Teaching Matrix
Curriculum, methodology, and materials
Jack C. Richards

Second Language Teacher Education
Edited by **Jack C. Richards** and **David Nunan**

***Forthcoming* early 1992**
Discourse and Language Education
Evelyn Hatch

For further information on any Cambridge ELT publication, please contact: ELT Marketing, Cambridge University Press, The Edinburgh Building, Cambridge CB2 2RU.
Tel: (0223) 325846.

CAMBRIDGE UNIVERSITY PRESS

BEST COPY AVAILABLE

MACMILLAN

MEP MONOGRAPHS

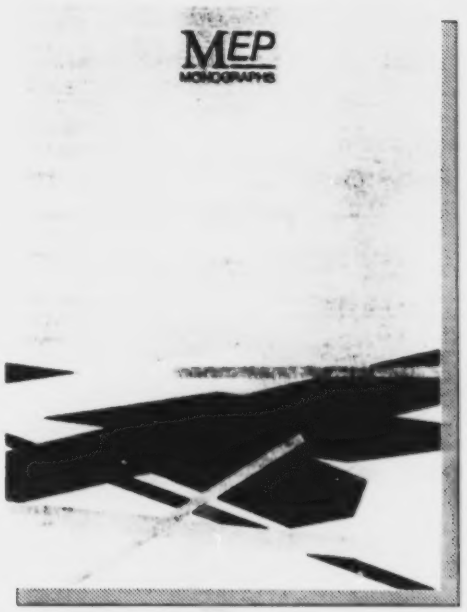
This new series of handbooks for teachers presents practical ideas for the classroom of today within the context of a careful blend of theory and practice.

Literature with a small 'l'

John McRae

An important exploration of the integration of literature and language teaching based on the author's practical experience. New approaches and activities are suggested which will stimulate and reassure teachers at all levels.

128pp. 55572 4

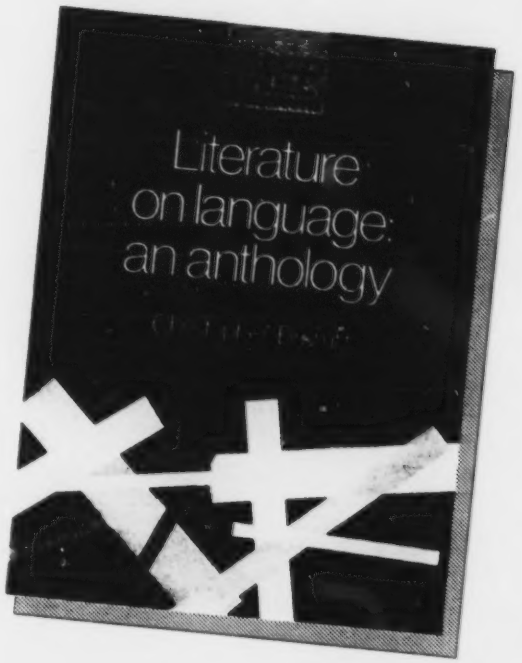


Literature on language

Christopher Brumfit

An illuminating collection of literary extracts relating to the teaching of language in various contexts. The passages fall into four thematic sections, 'Schools and tutors', 'Language Acquisition', 'Literary Experience' and 'Linguistic Insight and Prejudice'.

86pp. 56770 6



Forthcoming

New Approaches in pronunciation Teaching – *Frank Fitzpatrick*

Mixed Ability Classes – *Luke Prodromou*

For further information on all Macmillan ELT publications or for a copy of 1992 catalogue please contact:
Macmillan Publishers, ELT Marketing,
Houndmills, Basingstoke, Hants, RG21 2XS.
Tel: (0256) 29242 Fax: (0256) 819210

THE TEACHER TRAINER

VOLUME SIX NUMBER ONE SPRING 1992

Published three times a year

EDITOR: Tessa Woodward

EDITORIAL 3

Resistance to change in teacher training courses
Fran Byrnes 4

Subscriptions information 5

Teacher training games series: Game 6
Sara Walker 7

How trainees can provide a resource for staff development
Antony Peck 10

Do unto them as they are to do unto others
Mario Rinvolucri 12

Maximising learning in an intensive teacher training course
Lou Spaventa 14

TRAINER BACKGROUND
The crucial role of feedback and evaluation in language classes
Hana Raz 15

A final "anti-exam" for an in-service teachers' program
Steven Brown 18

Practical reflections in teacher in-service training
Anne Burns 19

PROCESS OPTIONS: IDEA 18
Nine-card diamond technique
Les Embleton 21

OBSERVATION AND FEEDBACK
Observing a reading activity
Flavia Vieira 22

Are our trainees employable?
Vic Richardson 26

Brief abstracts
Michael Swan 30

PUBLICATIONS RECEIVED 31

PUBLISHED BY: Pilgrims Language Courses, 8 Vernon Place, Canterbury, Kent CT1 3HG., England
Tel: (0227) 762111 from within UK.

PRINTED: The University of Kent Printing Unit, Canterbury, Kent, England.

For all enquiries concerning subscriptions, advertising and contributions, please contact the Editor.

Views expressed in the articles are not necessarily those of the Editor, or of Pilgrims Language Courses.

EDITORIAL

ABOUT THIS ISSUE

Welcome to a new volume and a new colour! This year our plans include a slight sprucing up of the journal by having it word processed rather than typed. As soon as our trusty typist Marion Ricketts has got the hang of her new machine then all the little glitches and typing corrections will be "magicked away"!

Our lead articles this time come from Australia. Fran Byrnes discusses the nature of resistance to learning and does this most fairly by reference first to her own resistance when back in the role of learner. Some pages later on Ann Burns discusses the difference between 'top-down' and 'bottom-up' approaches to teacher training and gives an example practi-cal task that helps teachers to reflect on their own practice.

A newcomer to The Teacher Trainer, we welcome Antony Peck who explains how placement of two modern language teacher trainees within a school's staffroom for their practicum can really help the teachers there as well as the trainees.

Readers involved with the Royal Society of Arts/Cambridge pre-service certificate courses will be interested in Vic Richardson's survey of trainees and directors of studies. He attempted to find out how the trainees were getting on in their first month of real, full-time work and from this, whether the course needs adjusting in any way.

As usual we try to have some short, practical ideas in each issue as well as longer, more reflective pieces. In this category then might fall .....

Steven Brown's way of forcing formal traditional exams onto experienced, working teachers with their own starting points and goals.

Lou Spaventa's ideas for expanding the limited interaction and discussion time, limited number of topics and limited time for reading on short, intensive teacher training courses.

The Trainer regularly runs series on different themes. Not all themes appear in each issue. This time we welcome back:

Observation and Feedback. Flavia Vieira discusses her "SORA" or schedule for observing reading activities. Her special insight is that often the observation charts, grids and schedules that we use are not designed for lessons of any particular type. Thus she has designed one for us to use in reading skills lessons.

Process options. Les Embleton is back with an idea for ensuring ideas from everyone in a training group are first considered systematically and without prejudice and secondly prioritised.

Also on the subject of process is Mario Rinvolucri's article. He discusses the pitfall of choosing a training process which is at loggerheads with the content offered to trainees and offers a simple, elegant solution.

Trainer background. Hana Raz discusses the impact that evaluation and feedback have on our self-concept. She discusses the importance of defining evaluation and feedback carefully and then blending them skilfully on language and training courses.

Thanks are due as usual to all those who have contributed to the journal - whether by writing an article, drawing a cartoon, or typing, pasting, stuffing ..... or by subscribing to and reading it!

I really hope you enjoy this issue!

Tessa Woodward
Editor

ABOUT "THE TEACHER TRAINER"

"The Teacher Trainer" is a journal especially for those interested in modern language teacher training. Whether you are a teacher who tends to be asked questions by others in a staffroom, or a Director of Studies with a room of your own, whether you are a course tutor on an exam course, or an inspector going out to schools, this journal is for you. Our aims are to provide a forum for ideas, information and news, to put trainers in touch with each other and to give those involved in teacher training a feeling of how trainers in other fields operate as well as building up a pool of experience within modern language teacher training.

The journal comes out three times a year and makes use of a variety of formats e.g. article, letter, comment, quotation, cartoon, interview, spoof, haiku ideas. If the idea is good, we'll print it whatever voice you choose to express it in.

RESISTANCE TO CHANGE IN TEACHER TRAINING COURSES

By Fran Byrnes,
A.M.E.S. (N.S.W.)

ABSTRACT: A look at the nature of resistance in learning situations, and in particular the resistance of the teacher who is in the role of a learner. How does this resistance affect the learning process?

Resistance is a way for both trainers and trainees to measure the degree of significance of the issues or ideas being presented.

Resistance can be a positive force.

How can teacher trainers utilize and work on trainee resistance?

How can we, as teachers or trainers, work on our own resistance?

In this paper I want to look at learner resistance, how this resistance operates, and how teacher trainers might deal with resistance in teacher training and/or staff development courses. I want to focus attention specifically on resistance to change, and make a distinction between this and the learner non-cooperation or non-involvement which results from physical discomfort or genuine psychological or emotional preoccupation, (although obviously there is overlap in the way learners give both these messages to teachers). For the purposes of our discussion, then, I define resistance as a refusal to adequately consider new ideas, methodologies, or approaches present-ed in the learning situation. Extreme resistance may manifest itself in outright dismissal without even minimal consideration, but resistance ranges from extremely subtle to the most overt.

I want also to focus specific attention on the teacher as learner, so that our discussion will concern itself not simply with learner resistance in general but with resistance in learning when the learners are also teachers. In recent years I have had the opportunity to monitor and analyse my own resistance as a learner, and I have used what I perceive as the complexity of my own resistance to illustrate some more general comments about the nature and extent of resistance in teacher-learners.

WHO DO WE RESIST LEARNING?

The reasons behind learners' refusal to adequately consider new ideas or techniques are many and complex; but in general it can be said that learner resistance to change is an indicator of learner reaction to something which is significant or important in its affect.

Often reaction is aroused because the ideas, techniques, or attitudes presented require or demand that the learner re-appraise his/her existing knowledge or opinions (both personal and professional). The necessity for such reappraisal (even if it were to lead to a reinforcement of existing ideas) is what leads to resistance or avoidance in the learner. The re-thinking of our ideas presents a challenge to, or may seem to seriously threaten, the personal investment that we have already made in the issue. It may also be that the charge challenges our self concept and self esteem on either a personal or professional level.

TEACHERS AS LEARNERS

Like all adults in learning situations teachers bring highly developed preconceptions and expectations to learning, but there are important differences in degree between the resistance in teacher-learners and that in learners who are not teachers. Teachers are competent and very often confident resisters of change. The resistance faced by teacher trainers is greater in its scope and complexity, and more skilled in its expression, than that faced by teachers who are not teaching teachers. This is especially so when teachers become learners in their own field of professional knowledge, skill and experience, such as happens in Staff Development and In-Service training sessions. They have well established ideas about methods and learning styles, about planning and organisation, and about directions for learning, especially when the learning is directly related to their own practical professional development.

Teachers react to:

- the subject matter. The question of relevance or appropriateness of content/input/method in teacher training sessions goes to the heart of the concept that teachers have, individually and as a group, of their own role. On short training courses, or in-service sessions (which may be as short as a few hours) teachers are even more concerned to be involved in determining what is appropriate and/or relevant, if not at the pre-planning stage then at least in the course of the sessions. Teachers react to what they perceive as suitable, both professionally and personally, for their teaching circumstances and within their professional capacity to achieve. The determination of relevant subject matter is not

seen by teacher-learners as a concession, but as a measure of the professionalism of the learning situation - the right of teacher-learners and the duty of the teacher-trainers.

- the organisation of the learning. Teachers are not threatened by the formal learning environment. They are accustomed to, and presumably competent in organising learners in formal learning situations, in managing learning. They are aware of the purpose of the activities they plan for learning and the hoped-for directions or outcomes of them. Teachers react if they feel deprived of an insight into what is happening and why, and if they feel deprived of responsibility for it. Teachers make their own judgements about purpose and usefulness of the learning activity.

- the learning methodology. Teachers of ESL view the learning techniques as suitable or appropriate, on the basis of their professio-nal judgement about the activities per se but also as these activities are seen to represent theories of education philosophy. This increases the number of levels on which the teacher-learner can react to the learning activity.

- the trainer. Like all learners teacher-learners can react to the person or personality of the trainer. In particular whether the trainer's conceptualization of the learners and the learning matches the learner's own views of these.

So the complexity, or the force, of teacher resistance is greater than in many other learners because of their capacity to react to the learning situation on both a personal and professional level. Teachers make judgements not only about what is presented to them but also how it is presented, and whether the person presenting it is competent or suitable to do so.

The professional resistance to the trainer is more frequent in teacher in-service sessions where it is a colleague who is presenting the session and who is perceived to have changed status to take on the role of trainer. Resistance in in-service sessions often results from a difficulty in accepting this status change in a colleague. The difficulty of negotiating the learning is often extreme when attitudes are polarised - the anti-expert view versus sharing our ignorance.

HOW DOES RESISTANCE MANIFEST ITSELF?

Resistance can take a variety of forms and intensities. It can be open and clearly expressed or indirect and disguised. It can also be conscious or unconscious in the learner. But in all its forms resistance can be described as a sabotaging of the learning experience.

Perhaps the most frequent form of resistance is anger, and all its variables: criticism, hostility, dismissal, defiance, rejection. These anger related emotions however often mask more vulnerable reactions. Anger is seen as an acceptable response, where fear, disappointment or feelings of personal or professional doubt are not so readily expressed directly. ▶▶▶

Subscriptions Information

Please support "The Teacher Trainer"! It's the only publication existing solely as a forum for the modern language teacher trainer.

The cost for three issues a year is:-

Individuals	£15.00	including postage
Organisations	£20.00	including postage.

Payment is now possible via Visa and Mastercard.

The journal is for a specialist audience and so circulation figures will be considerably lower than for more general teaching magazines. The costs of producing a journal do not, however, sink appreciably just because the circulation is small. We have, therefore, settled on the figure above .....

UK Subscribers please send your cheques, made payable to "Pilgrims", to the Editor.

Subscribers outside the UK please ask any bank that has dealings abroad, to send to the Editor, a sterling bank draft drawn on a UK bank. The draft should be made out to Pilgrims and sent to the Editor - 8 Vernon Place, Canterbury, Kent CT1 3HG.

We would ask all subscribers please to fill out the following form and send it along with their cheque (UK) or bank draft (outside UK).

NAME .....

ADDRESS .....

.....

.....

OCCUPATION .....

I would like to:-

(a) subscribe to "The Teacher Trainer" my cheque/bank draft is enclosed.
(b) contribute an article about .....

.....

.....

RESISTANCE TO CHANGE IN TEACHER TRAINING COURSES

The absence of overt resistance may itself be a complex disguise. The resistance may exist but the need to make it known to others is not great.

Indirect resistance can take many varied and subtle forms. We can all remember such instances in our own lives - as learners and as teachers. The student who always forgets books, the apparently attentive prolofic note taker who is actually writing a letter or shopping list. Our indirect resistance might include forgetting, making mistakes, having accidents, helplessness and confusion, ignoring, distracting ourselves and others, humouring teachers, making light of the issues, procrastinating and delaying, lying, rationalizing, avoiding, withdrawing, silence. Even indirect manifestations of resistance often have a verbal and conscious dimension, but non-verbal behaviour and body language can also indicate resistance.

> Activity: How have you sabotaged your own learning experiences? Think back to the last time this happened to you as a teacher-learner. When was it? Where? Why?

In my own learning as a teacher, I have noted that my sabotaging has included changing the dynamics of the learning situation by attempting to take over the role of the teacher, using my "teaching" techniques to upstage or undermine the learning as planned or perceived by the trainer. As a teacher-learner I show less interest in meeting the standard and objectives set for me than in the question of my own professional judgement and self concept.

At times I have also been aware that as a teacher-learner my willingness to participate in the learning is determined by a number of conditional factors. I take part in the learning activities only after I make a professional judgement about its validity or worth. I look for a meaningful form in the learning i.e. meaningful for me on both a personal and professional level. I have observed that in my role as a teacher I am willing to do things which as a learner I resist very strongly, for example role-play. It seems that the issue of control, responsibility and decision-making about learning activities is an important element in my perception and significantly influences my involvement as a learner.

We might say that our reactions as teacher-learners may arise because we find ourselves on the other side of the lectern, the "unfamiliar side" of the formal learning situation. The problem is compounded by the unfortunate but prevalent notion that in a learning situation the roles are constant throughout: the teacher always remains a teacher and the learner always remains a learner. In the general perception the roles are not interchangeable. (This is not a comment on methodology or classroom technique but on the perceived nature and outcome of any learning activity, i.e. that the learner learns, the learner does not teach).

FROM THE TRAINERS' POINT OF VIEW

How should teacher trainers view resistance to input or to learning activities, and what can be done to work on it in a positive and effective way?

Here then are some thoughts and suggestions from my own experience as a teacher trainer.

- Resistance is something vital to the learner's integrity. It is not a purely negative force, to be broken down or ignored. It is closely connected to the learner's past experience, and past experience must be acknowledged as an active component in learning, a potential resource.

- Hear the resistance. There is a tendency for teacher trainers to resist the resisters, and to encourage those who give positive feedback. Often valuable comments come from the critics and the non co-operators.

- Give the learners time and opportunity to become aware of their reactions, to evaluate their personal assessment of what is being presented, to look at their reactions openly in activities or discussion. "What am I reacting to"? and "Why?" In this way learners can analyse and come to understand their own learning behaviour. Resistance works both consciously and unconsciously and our own resistance often confuses us.

- Resistance to personality can be reduced by occasionally involving participants in presenting planned activities to the group. There is usually someone willing to be briefed before the session and give it a go. This can also serve as a trialling for the teacher-learners in using new techniques. Presenter involvement can be further increased if the 'volunteer' is offered a number of techniques to choose from.

- Don't view the teacher-learner roles as constant throughout the learning session, allow for shifts, a more complete give and take. (The obvious danger here is inadequate preplanning or organisation in an effort to maximise flexibility. Striking the balance between teacher planning and negotiation is more difficult than is often presumed).

- Don't invest so much in the ideas, activities, planning and outcomes that learner resistance can be perceived as unfairly personal and so begin a chain reaction of resistance.

- Don't present personal views as general truths. I have found that teacher-learners are far more willing to consider new ideas or approaches when they are presented with personal opinions and experiences.

Reprinted with persmission from:

Proceedings from 1st National TESOL (teacher training) Conference Australia 1985, (ed) Wajnryb R, and Rizzo, P.

TEACHER TRAINER GAMES SERIES By Sara Walker

For a full rationale of the use of games in teacher training and development, as well as for Games 1 and 2 in the start of this series, please see 'The Teacher Trainer', Volume 4, Number 3. More games in Sara Walker's series will appear in the next issue.

GAME 7
Language Bridge

Objective: to draw trainees' attention to language awareness as an important element in training. The game should be played once without preparation, and repeated later when trainees have had a chance to prepare answers to the questions.

Materials: One old pack of cards per group of 4 or 6 players. One set of Rules for each group (this can be mounted on card for re-use). One copy of the questions for each trainee.

Preparation: Hi-tech trainers can print each question on a computer label and stick the labels onto the correct cards. Low-tech trainers merely ask trainees to find the question corresponding to each card on their list!

.....

RULES

1. Choose a partner.

2. The game is played in groups of 4 or 6 players (2 or 3 pairs).

3. Shuffle the cards and place them in a pile face downwards in the centre.

4. Each pair in turn picks up a card from the top of the pile and announces what it is to the rest of the group e.g. "The nine of diamonds". All the players consult the list and find the appropriate question. The pair that picked up the card then try to answer the question. (Partners can discuss the answer together). An answer accepted as correct by the other players scores 1 point. If the question is satisfactorily answered, the card is replaced at the bottom of the pack.

5. If the pair who have picked up the card cannot answer the question, the next pair on their left have a chance to score an extra point by answering the same question correctly.

6. A point can only be scored by any pair if ALL parts of the question are answered correctly.

7. If nobody in the group can answer the question, the card should be left face upwards beside the pile. At the end of the game, there will be a chance to find out some of the answers.

8. The first pair to reach an agreed number of points (e.g. 5 points) is the winner.

(Alternatively, a time can be set for the game, and the winning pair is the pair with the most points when time is up).

....

Feedback

Each pair should select ONE card from the questions that raised doubt in the group for discussion after the game. Use your list of questions for research.

Useful reference books:

SPADES - Grammar questions:
-English Grammar in Use - Raymond Murphy - Cambridge University Press

-Practical English Usage - Michael Swan - Oxford University Press

-A Practical English Grammar - Thompson and Martinet - Oxford University Press

HEARTS - Functions:
-Function in English - Blundell, Higgens and Middlemiss - Oxford University Press

DIAMONDS & CLUBS - Vocabulary & Pronunciation
-The Longman Dictionary of Contemporary English - Longman
-The Oxford Advanced Learner's Dictionary of English - Oxford University Press
-Test Your Vocabulary (5 vols) - Peter Watcyn-Jones - Penguin ELT
-Ship or Sheep? - Anne Baker - Cambridge University Press

.....

▶▶▶

SPADES (grammar questions)

S1. GIVE THREE SITUATIONS/TYPES OF SENTENCE WHICH REQUIRE THE PRESENT PERFECT TENSE AND THREE WHICH REQUIRE THE PAST SIMPLE TENSE.

S2. EXPLAIN THE USE OF SOME AND ANY WITH COUNTABLE AND UNCOUNTABLE NOUNS.

S3. EXPLAIN THE DIFFERENCE IN USE BETWEEN SO AND SUCH.

S4. IN 60 SECONDS, GIVE 12 VERBS WHICH HAVE IRREGULAR PAST SIMPLE TENSE FORMS.

S5. EXPLAIN HOW TO MAKE THE NEGATIVE AND INTERROGATIVE FORMS IN THE PRESENT SIMPLE TENSE.

S6. GIVE THREE RULES FOR USING (OR OMITTING) THE DEFINITE ARTICLE (THE).

S7. SPELL THE FOLLOWING WORDS IN THE PLURAL AND EXPLAIN THE SPELLING RULE INVOLVED:

SECRETARY DONKEY BOY FAMILY DAY REMEDY

S8. EXPLAIN HOW TO FORM ADVERBS IN ENGLISH AND NAME THREE ADVERBS THAT ARE IRREGULAR.

S9. GIVE THE RULES FOR FORMING COMPARATIVE ADJECTIVES (older than/more expensive than, etc.)

S10. PLACE THE APOSTROPHE (') IN THE CORRECT POSITION IN THESE PHRASES, AND EXPLAIN THE RULE INVOLVED:

(a) the two boys house
(b) the childrens dog
(c) the horses mouth
(d) Charles Dickens novels

S11. GIVE THREE VERB FORMS THAT CAN BE USED TO EXPRESS THE FUTURE AND COMMENT ON WHEN EACH FORM IS USED.

S12. EXPLAIN HOW TO FORM INDIRECT QUESTIONS (beginning with: HE ASKED ME ...)

S13. WHAT VERB TENSES WOULD YOU USE IN a) a first conditional sentence, b) a second conditional sentence, and c) a third conditional sentence?

HEARTS (language functions)

H1. YOUR FRIEND IS THINKING OF DROPPING OUT OF THE TTC. WHAT WOULD YOU SAY TO PERSUADE HER TO CARRY ON?

H2. YOU ARE PLANNING TO SET UP A STUDY GROUP TO WORK TOGETHER ON TTC READING ASSIGNMENTS. INVITE YOUR COLLEAGUES TO JOIN YOU.

H3. YOU ARE NOW AN IBI TEACHER. ONE OF YOUR STUDENTS HAS DONE NO HOMEWORK ALL MONTH. THREATEN HIM WITH AN APPROPRIATE PUNISHMENT IF HE DOESN'T GIVE YOU ALL HIS HOMEWORK NEXT CLASS.

H4. YOU BOUGHT A COPY OF "THE PRACTICE OF ENGLISH LANGUAGE TEACHING" BY JEREMY HARMER FROM YOUR LOCAL BOOKSHOP. WHEN YOU STARTED TO READ IT, YOU FOUND SOME OF THE PAGES WERE IN THE WRONG ORDER. TAKE IT BACK TO THE BOOKSHOP AND COMPLAIN

H5. ONE OF YOUR TTC COLLEAGUES KEEPS ANNOYING YOU BY FIDGETTING IN CLASS. ASK HIM/HER POLITELY TO STOP.

H6. YOU SEE YOUR FRIENDLY TRAINER GOING ALONG THE CORRIDOR BOWED DOWN UNDER THE WEIGHT OF VISUAL AIDS AND MATERIALS FOR USE IN CLASS. OFFER TO HELP.

H7. YOU HAVEN'T MANAGED TO DO THE READING ASSIGNMENT FOR A TTC SESSION. APOLOGISE TO YOUR FRIENDLY TRAINER AND MAKE A SUITABLE EXCUSE.

H8. YOU FIND THIS GAME GIVES YOU A TERRIBLE HEADACHE. REQUEST PERMISSION TO LEAVE THE ROOM TO TAKE AN ASPIRIN.

H9. ONE OF YOUR COLLEAGUES DOESN'T KNOW WHERE THE BATHROOMS ARE IN THIS BUILDING. GIVE DIRECTIONS ABOUT HOW TO GET THERE.

H10. YOU FEEL THAT YOU DON'T REALLY UNDERSTAND THE RULES OF THE GAME YOU HAVE BEEN TOLD TO PLAY. ASK FOR CLARIFICATION.

H11. ONE OF YOUR TTC COLLEAGUES FEELS HE/SHE NEEDS TO IMPROVE HIS/HER PRONUNCIATION. ADVISE HIM/HER WHAT TO DO.

H12. ONE OF YOUR TTC COLLEAGUES TELLS YOU SHE IS EXPECTING A BABY. CONGRATULATE HER AND ADVISE HER ON WHETHER OR NOT TO CONTINUE THE TTC.

H13. YOU ARE THOROUGHLY FED UP WITH THE TTC, WHICH DOESN'T MEET YOUR EXPECTATIONS AT ALL. EXPRESS YOUR FEELINGS TO YOUR COLLEAGUES.

Language Bridge

Designed by Sara Walker - IBI Brasilia

DIAMONDS (lexis questions)

D1. GIVE FIVE WORDS FORMED FROM THE ROOT WORD NATION (BY ADDING PREFIXES OR SUFFIXES).

D2. WHAT IS THE DIFFERENCE BETWEEN TOO AND VERY?

D3. WHAT IS THE DIFFERENCE BETWEEN EXPLORE AND EXPLOIT?

D4. GIVE AN ANTONYM (OPPOSITE) FOR EACH OF THESE WORDS:
GENEROUS WILD SCRUFFY PERMANENT TIMID PLACID.

D5. NAME (AND SPELL!) THESE PROFESSIONS:
Someone who:
a) fixes problems with the water system in your house.
b) sentences someone who is convicted after trial.
c) arranges dance-steps for ballet.
d) runs a funeral parlour and organises funerals.

D6. GIVE A SYNONYM OR AN EXPLANATION FOR EACH OF THESE PHRASAL VERBS:
a) I BUMPED INTO him in the High Street.
b) Do you think he'll PULL THROUGH?
c) She can PUT you UP.
d) They FELL OUT last week but now they've MADE it UP again.

D7. REPLACE THE NONSENSE WORDS IN THIS SENTENCE, SO THAT IT HAS A GENUINE MEANING:
SHE HUNGLED UP TO HIM AND RISPED HER TRIGS ROUND HIS CLIMP.

D8. GIVE FIVE WORDS FORMED FROM THE ROOT WORD HOUSE (BY ADDING A PREFIX/SUFFIX OR FORMING A COMPOUND WORD).

D9. THESE ANIMAL NAMES CAN ALL BE USED AS VERBS. WHAT IS THE MEANING OF EACH VERB?
to wolf to cow to duck to hound to badger.

D10. EXPLAIN THE MEANING OF THE FOLLOWING IDIOMS:
a) She gave him the cold shoulder.
b) He led her up the garden path.
c) He kicked the bucket.
d) She's all fingers and thumbs.

D11. PUT A CORRECT PREPOSITION IN EACH SPACE:
He lived ... the nineteenth century.
He was born ... January 10th ... 5.30AM ... the year 1837. He died ... the end of March 1898.

D12. REPLACE THE NONSENSE WORDS IN THIS SENTENCE, SO THAT IT HAS A GENUINE MEANING:
AFTER GUMPLING ALL HUNDLE, HE GRAVIDLY PLONDED TO YINK.

D13. WHERE WOULD YOU FIND THESE THINGS TOGETHER?
a) ward bed theatre scalpel sister
b) boot bonnet horn bumper clutch
c) vault counter deposit cash alarm
d) leader column advertisement article caption.

CLUBS (pronunciation)

C1. WHICH IS THE PRINCIPAL STRESSED SYLLABLE IN EACH OF THESE WORDS:
independence development sincere determined engineer.

C2. HOW WOULD YOU HELP A STUDENT TO IMPROVE HIS PRONUNCIATION OF THE TH SOUND IN ENGLISH? GIVE 10 WORDS YOU MIGHT USE TO PRACTICE THE TWO SOUNDS /θ/ AS IN THING AND /ð/ AS IN THEY.

C3. WHICH OF THESE WORDS DO NOT CONTAIN THE SAME VOWEL SOUND AS IN THE WORD BALL (/ɔ:/)?
caught word horse warm fold door pal bought corn saw.

C4. GIVE 5 WORDS WITH THE SAME VOWEL SOUND AS SHIP (/I/) AND 5 WITH THE SOUND IN SHEEP (/i:/)

C5. WHICH PHONEME (OR SINGLE SOUND) IN EACH OF THESE WORDS IS MOST LIKELY TO CAUSE PROBLEMS FOR A BRAZILIAN SPEAKER OF ENGLISH?
hat teacher room feel coffee

C6. GIVE 5 WORDS THAT CONTAIN THE SAME VOWEL SOUND AS GIRL (/3:/)

C7. WHICH WORDS WOULD YOU STRESS IN THIS SENTENCE:
I was having a quick cup of coffee when the bell rang for class.

C8. WHICH OF THE FOLLOWING VERB FORMS REQUIRE THE ADDITION OF AN EXTRA SYLLABLE (/ID/)? WHY?
looked wanted intended climbed imagined brushed ended.

C9. WHICH OF THESE WORDS ADD AN EXTRA SYLLABLE IN THE PLURAL? WHY?
bus/buses cat/cats orange/oranges pen/pens wife/wives son/sons bottle/bottles secretary/secretaries box/boxes.

C10. WHICH OF THESE WORDS HAVE THE SAME FINAL SOUND AS ENOUGH (/f/)?
though cough tough thorough laugh rough dough

C11. HOW MANY SYLLABLES ARE THERE IN EACH OF THESE WORDS?
suspended washed beautifully ugliness expectations society

C12. WOULD YOU USE A OR AN BEFORE EACH OF THESE WORDS? WHY?
apple European umbrella university onion union hour hospital elf orange

C13. WHICH OF THESE WORDS HAVE THE SAME VOWEL SOUND AS LOVE (/ʌ/)?
government company over money London cloth cover cold common house brother.

HOW TRAINEES CAN PROVIDE A RESOURCE FOR STAFF DEVELOPMENT

By Antony Peck

In the Spring term, 1990, I placed my tutorial students in their Teaching Practice Schools in teams of two. All the Post Graduate students had studied German as a main language, French as an equal or subsidiary subject, and each had had substantial residence in a German-speaking country; some in a Francophone country, also. The purpose of the exercise was to demonstrate that practical advantages accrue to schools prepared to accept two students for Teaching Practice, in a single Languages Department.

Preparation

In accordance with our normal practice, we invited one teacher from each school to come to a seminar in York at the beginning of December. They are known as "Teacher-Tutors" in recognition of their role in the induction of trainees into professional life. The seminar allows each student to meet a member of his or her Teaching Practice school's Modern Languages staff, and to discuss matters such as conventions for school management, classes to be taught, and textbooks to be used. There is also an opportunity for teachers to offer general and specific advice, and for students to ask questions about their conditions of work, the school's pattern of support, their accommodation, and so on. On this occasion, it also provided a chance for teachers to discuss together the nature of their responsibilities as Teacher-Tutors, and to plan jointly how they would make use of the Post Graduate student resource.

Introduction to school life

During the early period of the 13 weeks of apprentice Teaching Practice, much time is normally devoted to students' induction into school routine and the parameters of their professional life. Students familiarise themselves with their new environment, observe colleagues teaching the classes they will eventually take over themselves, follow a given class throughout its day, study a day in the life of a specific pupil, and begin to teach parts of lessons under supervision. During this part of their Teaching Practice, the teachers responsible for them devote much time to counselling, advising, and helping them with lesson-planning. As the period of practice proceeds, however, and the students become more self-confident, they can increasingly be allowed to teach without being directly supervised.

Finding extra time

Each Post Graduate student is given a "half timetable" consisting of approximately half the number of lessons normally taken by a qualified teacher. Two students in a school can, between them, account for approximately one "whole" timetable, though they are, of course, taking classes normally taught by several teachers. Since the two students are teaching classes, otherwise taken by full-time teachers, a number of staff members find they have an increased number of "free" lessons, during which they can do things in school for which there is normally very little time. With two student teachers each accounting for a half timetable, the amount of time thus made availble to the department as a whole is considerable. The extra free time thus found can be used in many different ways for staff development.

Plans for staff development

At the December Teacher-Tutor Seminar, the teachers representing the Practice schools were invited to speculate on how it might be possible profitably to use the time made avail-able to them by having two Student Teachers on the staff, working as a team within the department.

Among the ideas that emerged for the teachers to try out in the time created by having two trainees in school were:

- to establish a complete list of things the staff wanted to do within the department, while on duty at school, but not actually teaching;

- to teach a colleague's class;

- to observe colleagues' classes on a reciprocal basis;

- to deal with general departmental admini-strative work;

- to watch and classify satellite TV recordings;

- to plan the use of computers in class;

- to supervise pupils' use of Information Technology;

- to prepare lessons and schemes of work;

- to plan for increasing the number of languages offered in the school, and the introduction of the National Curriculum;

- to prepare for new ways of working with pupils, such as devising methods and materials to help school students accept an increased degree of responsibility for their own learning, thus decreasing their dependence on the teacher (Supported Self-Study); or planning how best to use different sorts of class organisation, such as group work, individual tuition, or the use of technical aids like video recordings, pre-recorded cassettes, and worksheets (Flexible Learning);

- to organise the intake of young pupils from Primary feeder schools;

- to study and contribute to schemes in which innovations in teaching are financed by regional budgets;

- to extend existing modular schemes of work, where a department agrees to cover a cer -tain number of topics or "modules" in the course of a year, from one year-group to another;

- to support pupils with special needs in colleagues' lessons; and

- to design and provide help for most, or least, linguistically-able pupils.

How the plans were carried out

Now that the period of Teaching Practice has been concluded, it is interesting to see how the student-teacher resource was used. While the actual use of time differs in certain respects from the speculations of the Autumn term, I believe that there is clear evidence that a team of two Student Teachers, support- ing each other, acting as "critical friends", both in the preparation and the conduct of lessons, not only contributes strongly to a valuable apprenticeship to teaching, but also provides a valuable resource for the host de- partment.

Here is an account of some of the ways in which teachers used the time made available by the team of student teachers.

1. In one school, it was possible to enrich the teaching provision in a particular class by introducing an experiment in Flexible Learn ing, with additional technical resources.

2. In another school, some of the time was used to devote resources to the work of being a Professional Tutor. (A Professional Tutor is a teacher with special responsibility for introducing trainees to the teaching pro- fession, by supervising how they learn the general duties of being a teacher, such as being concerned with students with special psychological problems,or how to contribute to students' personal and social education. A Professional Tutor also has the job of assess- ing, in the view of the school, what progress the trainee has made during his or her appren- ticeship). A programme of induction was worked out, and the student teachers benefitted from a carefully-planned course of lesson observa- tion and subsequent de-briefing.

3. A degree of team teaching became possible in one school. Two language teachers, able to help each other, could introduce the demonstra -tion of conversations, and some dramatic techniques into their teaching.

4. One teacher found it possible to travel with a colleague on a school trip, due to the presence of the team, though the trainees were never without the supervision of qualified members of the languages staff.

5. A constant theme in the teachers' re- ports is that the time released meant that for once in their lives, they had something approach -ing adequate time for lesson preparation and marking!

6. In one department, the time was used to produce additional materials for the depart- ment's central resources bank. Schemes of work were updated, and statements of accredi- tation were written for individual students. In addition to this, a number of cassettes were recorded for older students to take home for additional listening practice.

7. One teacher used the time gained to learn how to work the departmental computer, and became proficient on the wordprocessor.

8. A scheme of Supported Self-Study was in- troduced in one school, and this could be done with due care and attention to the needs of in- dividual pupils, in part because of the time released by the team of two student teachers.

9. Professional development benefitted from the enriched staffing. In one case, it meant that a teacher, without leaving the student teachers unsupervised, could attend a one-day course on the situation in East Germany, orga- nised by the Goethe Institute.

10. In certain cases, the extra time gained was simply used by the staff of the languages department to get together to discuss common problems, or to plan forthcoming events, such as an Intensive Day of language-learning for a particular year group.

11. One benefit was the possibility of sub- dividing a class into two groups, in order to give special remedial attention to some weak pupils. Since this could be done throughout the Spring term, some noticeably good results were obtained.

12. One teacher found it possible to enrich the provision for a certain class by taking the students on one occasion to a foreign langu -age film, and on another to a lecture. Though the student teachers were "covering" other classes, professionally qualified teachers re- mained in charge, but without having to be physically present in their colleague's classes.

13. Student teachers were occasionally asked to "cover" for linguist colleagues who were un- avoidably absent. This not only reduced the burden on other members of staff, but meant that the students were actually taught French or German, which they would otherwise have missed.

The final balance sheet

The general feeling about this experiment can be summed up in the words of one of the teachers concerned in it. "We consider the whole process of supervising and supporting student teachers an essential part of our own vocation. It requires every teacher involved to look at his/her own methodology and approach from a critical perspective before attempting to pass any of it on to a trainee. It enables us to see how others may interpret and learn a great deal from our Teaching Practice students too!"

WHO READS "THE TEACHER TRAINER"

Here is a sample list of subscribers:

The British Council, Spring Gardens, London.
Instituto Anglo - Mexicano, Mexico City.
The School of Education, Leeds.
Davies's School of English, London.
The English Language Teaching Office, Khartoum.
The Language Centre, Muscat, Oman.
Institut fur Deutsche Sprache, Freiburg.
The Library, St. Clare's, Oxford.
Lecturers in Aston University and Lanzhou University
Trainers in Ouagadougou, Ljubljana, Sarawak, Goiania-Goias and Al-Jubail.
Bookshops, Holland, Belgium.
The Director General, Bell Educational Trust.

JOURNAL EXCHANGES

"The Teacher Trainer" has arranged journal exchanges with

IATEFL Newsletter	(UK)
English Language Teaching Journal	(UK)
Cross Currents	(Japan)
English Teachers' Journal	(Israel)
Modern English Teacher	(UK)
RELC Journal	(Singapore)
The Portuguese Newsletter	(Portugal)
Forum	(USA)
Practical English Teaching	(UK)
Focus on English	(India)
TESOL Newsletter	(USA)

and is abstracted by 'Language Teaching', The British Education Index, the ERIC clearing house and Contents Pages in Education.

WOULD YOU LIKE TO SEND SOMETHING IN TO "THE TEACHER TRAINER"?

"The Teacher Trainer" is designed to be a forum for trainers, teachers and trainees all over the world. If you'd like to send in a letter, a comment, a cartoon, a taped conversation or an article sharing information, ideas or opinions we'll be very happy to receive it. It's easier for us if the written pieces are typed up with double spacing and 46 characters a line. The style should be simple and readable and the normal length of articles is about 1000 to 2000 words. We can serialise if necessary but this will delay publication considerably!

DO UNTO THEM AS THEY ARE TO DO UNTO OTHERS

By Mario Rinvolucri, Pilgrims

A classical lunacy in teacher training is for a well-intentioned person to deliver a 50 minute lecture on how the average listening attention-span is around 10 minutes. It is easy to con yourself into thinking that you always avoid such obvious pitfalls in your own work.

Two years ago however, I noticed that for around ten years I had been introducing people to Gattegno's Silent Approach in ways that directly parallel the schizophrenic lunacy of the attention-span lecturer.

The Silent Way approach to language learning is based on the assumption that learners already know a lot, that much of what they don't yet know they can discover on a trial and error basis, and that new information or a new skill that the learner has striven hard for she will retain and be able to re-use relatively effortlessly. The Silent Way approach sets its face resolutely against handing the learner information on a plate. Let me give you a concrete example: say you speak English and you are learning Modern Greek and I want to teach you to say '4' in Greek. There is no point in my giving you a model and you repeating it, for you already half know how to say '4' in Greek. My job as teacher is to help you to find 'tessera' from your own resources, which is not that hard since you already know tetra (as in tetrahedron). All I have to get you to do is to recall tetra and may then modify it to tessera. (You my notice that the last three sentences do not follow Silent Way thinking - I gave you tessera on a plate - you made no effort in the head and may well not retain the word.)

For the purposes of this article, addressed to you as a trainer, please set aside whether you think the SW approach is a good one. The thing to understand is that Gattegno's proposal is for heuristic, discovery learning, firmly in the Montessori tradition.

Now, the people who introduced me to Silent Way always used demonstration as their mode of input. Lou Spaventa taught us Korean angrily, fiercely, making me live his emotions. Cecilia Bartoli taught us Italian brilliantly, fast, technically. Suzana Pint taught us Spanish lyrically, lightly, like a beautiful 'mariposa'. For me Silent Way has always been intensely bound up with the person of the trainer.

And I have imitated my trainers and have demonstrated what was demonstrated to me from Malmo to Melbourne. And I am as absurd as my three teachers, for to demonstrate the Silent Way is inconsistent with the philosophy of the approach. In the Silent Way, the language student comes to the new language heuristically, discovering step by step with guiding nudges

from the teacher. To train teachers to use Silent Way you should logically use the same approach: let them find out and make it their own in their own way and at their own pace.

On a teacher training course in summer 1987 I took my first steps in this training direction: I simply asked a Catalan participant, Lourdes, to teach us the vocabulary needed to label a blackboard picture the class had drawn. She was to elicit the necessary Catalan words from us - she was asked not to speak and not to write the words on the objects until someone in the group had managed to produce each of them reasonably satisfactorily orally.

Lourdes gave an outstanding lesson. In her feedback she said: "That was not teaching - I was enjoying myself'" Some people in the group objected that it had been easy for Lourdes to find Catalan in the minds of members of the group since many of us spoke Latin dialects (Spanish, Italian, French). To answer this point Clio from Salonika taught us 1 to 10 in Greek. She operated within the same rules as Lourdes had. Again we lived through an excellent 8 minute lesson. Clio and Lourdes invented Gattegno's method for themselves and for this group. I did nothing more than offer the frame within which they did it.

I asked Clio and Lourdes to teach something (e.g. the numbers 1 - 10 in a foreign language) according to a particular set of rules ("Don't give the words, wait until the group produces it"). Thus I asked them to teach X according to rule set Y. This is a simple, elegant rule set that I can use whenever encouraging a trainee demonstration.

Let me summarise the advantages of provoking trainee demonstration of the method, rather than demonstrating yourself:

- the demonstrating trainee is discovering the method for herself, in parallel to the other trainees discovering the language being taught for themselves - there are two parallel discovery processes underway and one re-enforces the other. The trainer is out of it.

- the trainee group know that their "Silent Way" teacher has never taught this way before. It is clear to them that what she is doing they too could do, without too much difficulty. The method is not arcane and ungraspable.

- the trainees meet the Silent Way divorced from the trainer's person, hating it because they hate her or loving it because they love her. They meet it within the group, without the "parental" colouring that trainer demonstration rather often entails.

- the first meeting with Silent Way is in one way non-technical; it happens without the paraphanelia of rods and colour-coded word charts etc. The principles are lived in a simple, elementary - elemental way.

- the demonstration is really interesting for the trainer - it can go wrong - the trainer doesn't know how things will turn out and this is what I personally want in an alive TT situation. If I think I know the end of the road, why walk down it?

Let me take you back to the beginning of this piece: it is easy to choose training processes that are at loggerheads with the content you intend to offer the trainees. This is certainly what I did with Silent Way from 1977 to 1987: a long drawn-out stupidity. The real problem was that I did not choose how to input Silent Way. I simply imitated those who had trained me. I wonder in how many other areas of my training work the same thing is happening?

How about you? Why don't you send Tessa accounts of this sort of glitch in your own work. The Teacher Trainer should be about everything we do, not just the intelligent, coherent bits.

Actually, I feel good having got this one off my chest.

Mario

NEWS

24-27 August 1992: 2nd IATEFL-Hungary Conference and 3rd International NELLE Conference, Pecs, Hungary. Information: IATEFL-Hungary, Budapest 1146, Ajtósi DÜrer sor 19-21, Hungary, or NELLE Secretariat, Bredestraat 12, 6225 HJ Maastricht, Netherlands.

27-30 August 1992: 3rd International NELLE Conference jointly with AUA-ATE, Prague, Czechoslovakia. Information: NELLE Secretariat, Bredestraat 12, 6225 HJ Maastricht, Netherlands, or Misa Bojarová, AUA-ATE, Na porici 4, 110 00 Praha 1.

MAXIMIZING LEARNING IN AN INTENSIVE TEACHER TRAINING COURSE By Lou Spaventa Guildford College, Greensboro, North Carolina, USA

Intensive teacher training sessions, all day long and lasting from a day to a week or more, are often stressful situations for trainers and teachers. A lot of information, ideas about good practice, and theoretical issues are packed into a very short time span. There are at least three problems that present themselves because of the time constraints and concentrated nature of intensive courses. The first is the limit on interaction, discussion, and processing time. The second is the tendency to centralize and topicalize discussion, so that only one issue at a time is on the floor. The third is the need to limit reading and to focus on practice. The following account is a description of my attempt, with the collaboration of the teachers with whom I was working, to address these problems.

In a week-long, six hour per day training course entitled, "Methods and Materials", which is part of a programme for teachers in California wishing to receive a TESL certificate through the University of California, participants are expected to become acquainted with some of the major methods and materials employed in current ESL teaching. I conduct the course experientially by creating collaborative experiences in such methods as Silent Way, Suggestopedia, Total Physical Response, and Community Language Learning. In order to deepen and broaden participant experience in these methods, I assign readings, typically four or more for each method. Given that participants are in a high energy-using enviro -nment all day long, yet despite that, are at a learning peak in terms of curio sity about methods employed, I have created coopera -tive groups of four individuals each, and asked each member in the group to take responsibility for one of the readings. Participants read one article each, and then the next day they break into "expert" groups, in which each person has read the same article. The expert groups discuss the article and come to a concensus about its meaning and application. They then return to their "base" cooperative group and report on the article to their group members. In this way, each group member receives a considered summary of four articles.

A second step in this process is to give participants reading time during the day, typically by extending the lunch hour. I ask that one time only, each person summarize a reading related to the work of the class, and then bring it into the classroom and tape it to a chalkboard. The chalkboard remains a sort of community newspaper for the duration of the course. I invite people to read the summaries taped to the chalkboard and to write their comments beside them. As people return from break or from lunch, I make comments about what is on the chalkboard and suggest they might want to have a look. To give the chalkboard-cum-community newspaper more structure, I identify interest

groups among the class participants, for example, elementary school bilingual teachers, teachers of migrant workers, teachers of foreign students, and put headings on the chalkboard under which summaries are taped. Participants are also invited to create their own interest headings.

These activities seem to help deepen the understanding of the methods being experienced in the training session, help focus and contextualize questions about the methods, and give participants the chance to match their own experiences against critiques,explanations and descriptions of the methods met in their readings. The community newspaper helps to create lots of tributary-like conversations which have a way of working themselves back into the experiences of the training sessions. The newspaper also invites open dialogue unattached to the trainer. As the trainer, I make it a point to read the newspaper because it gives me additional information about how the people I am working with are thinking.

A third practice I employ is the use of in-class journal writing. I build into my training course at least two journal writing sessions per day. I try to place these fifteen minute writing sessions at periods of time when participants will probably want to be reflective, such as after a methods demonstration and discussion. Because people vary in how much and how fast they write at any given time, this usually means lots of cross-conversations take place during the journal writing sessions. I encourage these. (Because participants must be graded in the University of California's ESL Certificate Programme, I assign students the task of summarizing their journals, incorporating readings and discussion, to create a polished piece of writing about the seminar, which I then grade.)

Yet another practice I employ in my intensive training session is to encourage students to take part of the class time to address the group on areas of special expertise and interest. The result of this has been such things as the creation of job boards, the discussion of overseas work-camps, and perhaps more importantly, the education of the trainer as to the interests and concerns of the students.

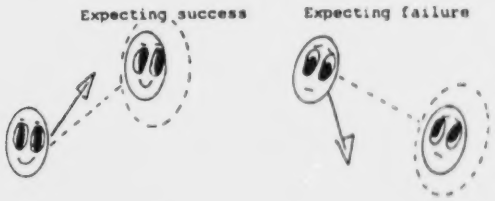
I don't think I have solved the problem of processing, deepening, and broadening training course learning, but I have made some small steps toward a solution. I would welcome dialogue with trainers and participants as to their own solutions.

TRAINER BACKGROUND

THE CRUCIAL ROLE OF FEEDBACK AND EVALUATION IN LANGUAGE CLASSES By Hana Raz

Teachers are not always aware of the crucial role of feedback and evaluation in the learning process. The way we give our students feedback and evaluate their work may have negative and even disastrous consequences, even though we may have the best of intentions or may just be following an accepted routine, a time-honoured practice. The more heterogeneous the class, the more important it is to find ways of relating to each student according to his or her ability and needs.

Our dearest possession is our self-concept, the view we have of ourselves, individually. Remember how you feel when you are praised or criticized, especially by someone important to you. I believe every teacher, every person, should learn about the crucial role of self-concept in his/her own life and that of the students. A low self-concept leads to frustration, aggression, violence - or withdrawal. A high self-concept has a decisive effect on motivation: If we expect success, we are more willing to try, to make an effort; if we expect failure, we tend to withdraw.



Many teachers were themselves successful students and so they find it hard to empathize with those pupils who are fed on a diet of Cs and Ds, and often come to hate English and the teacher, the school and learning because of it.

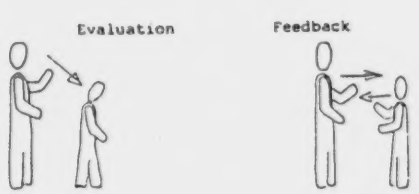
Feedback and Evaluation covers areas such as: ways of talking to pupils and parents; ways of gathering feedback from pupils about teaching; self-evaluation of pupils and of teachers; criteria when making up tests, and analysis of tests and their backlash. All these areas, including the affective by-products of evaluation, need to be dealt with on teacher training courses. In this article I hope to provide some basic insights; trainers will want to consider possible applications to their own teaching and training situation and will have to decide whether lecturettes, group work or role play, possibly in combination, are the best way to treat this subject area. But I believe it is a subject which should be on teacher training courses.

Definitions of evaluation and feedback

The key to understanding the issue lies, I believe, in making a distinction between feedback and evaluation. Dictionary definitions will help us. Webster defines "evaluate" as "determine the worth of". Clearly the emphasis is on value, which involves judging. When we judge, we must have criteria. Where do these come from? We speak of 'normative' criteria, but norms also stem from someone's judgement, principles, aims. 'External' norms are set by institutions, and again involve people with priorities and expectations. They can hardly be considered objective! Classroom evaluation is admittedly subjective; besides our own priorities, our judgement is affected by our experience, personality, prejudices. It seems fair to say that all evaluation is, in fact, subjective.

Feedback is defined in the Concise Oxford Dictionary as "carrying back some of the effects of the process to its source or to a preceding stage so as to strengthen or modify it". For instance, our photocopying machine tells us when the paper has run out, by flashing a light. Ideally, no external agent is involved; the concept implies objectivity.

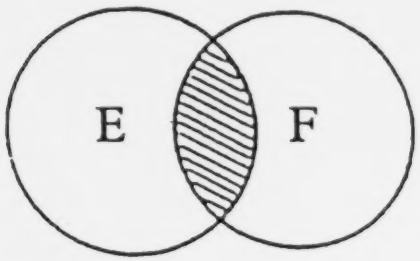
What happens between people?



Surely there is no need to belabour the point; the connection with self-concept is clear.

▶▶▶

We tend to see feedback as on-going and formative, evaluation as summative. But we must look at classroom realities - this distinction is too simplistic. Inevitably, there is overlap. Evaluation also provides feedback and can come at any time; feedback by a teacher is inevitably to some extent evaluative. It is rather a matter of emphasis.



I maintain that we should aim at maximum feedback and minimum evaluation. To support my point, I wish to juxtapose the objectives, means and effects of feedback and those of evaluation.

When we focus on feedback, what are our objectives?

We presume the learner is in need of information about his or her performance in order to improve upon it. The feedback must therefore be as specific as possible, to lead to the formulation of clear goals and the appropriate channelling of the learners' efforts. This specific information also provides the teacher with guidelines for teaching: aware of problem areas (such as inability to infer meaning of occasional infamiliar words from context or, inability to use a specific grammatical structure appropriately) the teacher will be able to adapt methods and materials to the needs of the learner. Specific feedback also helps parents to give support where needed.

I have mentioned the element of objectivity, characteristic of feedback, but we must remember the vital role of self-concept. Feedback must encourage the learner to further effort. It must therefore always be constructive and forward-looking. Positive feedback from the teacher, whenever possible, provides incentives which most teachers make use of. But even more valuable is intrinsic motivation - the desire to find out, an inner urge to learn - stemming from the learner's feeling of making progress and the satisfaction derived from having completed the task successfully.

How can these objectives be achieved?

Gathering relevant and specific information is a pre-condition to providing effective feedback. The information must be relevant to the course objectives, to the teacher's and learners' aims and priorities. Teachers often focus on information which is easily obtainable and measurable (such as results of simple vocabulary and grammar tests), neglec-ting far more important areas, such as understanding speech and spontaneous oral performance or reading comprehension. Moreover, in our zeal to teach the language, educational aims sometimes take second place and we fail to note whether a pupil is learning to co-operate with others (when this is called for) or to study independently, able to cope with a task without constant prompting. We need to observe our students carefully, not merely write down how they have done the tests and homework.

Since we wish to encourage learners and help them feel they can improve, we must take great care that the way we give feedback should carry this message. Talking with a pupil individually as often as possible, in a relaxed atmosphere, listening as he or she explains their difficulties, looking together for solutions to problems - this is far more valuable than "feedback" by way of a "mark" (grade). Feedback can be given verbally or non-verbally in the classroom; it can be given in writing, with careful choice of words. To foster intrinsic motivation, feedback can be built into tasks, by way of self-correction. In extensive reading, learners realize they can read faster and move on to more difficult books, while enjoying the activity and content; thus ample positive feedback is provided, without outside intervention.

To sum up the effects of feedback, when the above means are used: The learner knows what to focus on, the teacher knows where help is needed, the parents can be called upon for a specific purpose. Moreover, the individual learner feels the teacher cares and there is a basis for communication between them. The learner's attitude to the subject and the teacher is likely to be positive and investing an effort will appear worthwhile.

Evaluation:

Now let us turn to that part of evaluation which does not overlap with feedback. As we consider the means, prevalent in most schools, we find an extensive use of tests, marks (grades), reports. These have objectives other than providing feedback. An obvious one, which we readily admit, is to make the pupils work and to provide a deadline for revision. Reviewing is important, deadlines are useful. However, when we discuss the effects, the negative by-products, we may wonder whether other means could be found.

We are told tests and grades are needed for classification purposes. If grades are needed in the academic trend in the 12th grade, is it really necessary to emphasize them all the way up the school, in every kind of class? I have been told that some headteachers demand tests as tangible proof that pupils and teachers are working ...

Are tests a proof of what has been learnt? Some are, some are not. Some do not, in fact, test what was intended; some focus on the trivial; some are very difficult to construct (for example multiple choice), some are very time-consuming to correct. They take up valuable class-time and the teacher's lesson-preparation time. I am not suggesting we do without tests altogether. However, by pointing out the negative effects of such evaluation procedures, I hope to encourage teachers to seek out alternative ways to motivate their pupils and provide more valuable feedback.

The most obvious effect of evaluation procedures is to play up extrinsic motivation, dependent on outside agents. It has been found that extrinsic motivation tends to extinguish intrinsic motivation (1). There are clear signs of this, when children move from some primary schools, where feedback is largely non-evaluative, to larger secondary schools, which tend to use evaluative procedures. Surely we should foster intrinsic motivation, because it is more lasting and makes for autono-mous learners, not dependent on outside reinforcements.

Preparation for tests usually involves 'swotting' - and subsequent forgetting, as many pupils tell us. Many students suffer from test-anxiety and are unable to do themselves justice. Though success in a test is certainly encouraging, failure is frustrating and debilitating. Unless our tests are geared to the pupils' differing abilities and levels, there will always be failure. Careful preparation can go a long way, but can hardly bridge all gaps.

Tests promote competition and forbid co-operation and mutual help, which we are eager to foster. Often random guessing is a more successful strategy than thoughtfulness, since there is a time-limit. When children feel they must succeed at all costs, they may cheat: for them the end justifies the means. Moreover, the teacher, playing the role of evaluator, is set above the pupils and a barrier is created. At Oranim, when we role-play the aftermath of a test, we always find that "the pupils" end up by blaming the teacher for poor results, rather than any other factor, such as lack of effort on their part!

In my plea for more feedback and less evaluation I am well aware of the need for gradual changes, rather than 'revolutions'. Both teachers and pupils have acquired certain habits that 'die hard'. We tend to blame 'the system', rather than think through how we could try to influence things. A great deal does depend on the individual teacher. It is up to each of us to decide how much weight we give the test as opposed to other information we have gathered, how much time and thought we give to appropriate feedback. I believe that if teachers get together within their own school or in area workshops, to share ideas and suggestions on this important topic, they will find ways of dealing with some of the problems.

A useful way of approaching the topic is for the group of teachers to define their priorities at a particular stage and then consider ways of gathering information about their students' progress in those areas. The students should be made aware of these priorities and some self-assessment should be encouraged. Though testing will, no doubt, be included in the proposed plan, it will be only one element in a comprehensive programme. Moreover, thought should be given to adequate preparation for tests, the possibility of student-prepared tests, multi-level tests (especially for heterogeneous classes). self-correction and other ways of decreasing the negative effects of testing.

[Having said that all this is important in the language classroom it is, of course, equally important for teacher trainers to deal thoroughly with these issues on teacher training courses. This means that throughout our training courses we should be aiming for more feedback and less evaluation. Exactly how we work on this is for readers to consider. Do send in any ideas you have on the subject and the editor will print them.]

(1) Deci, E.L., "The Effects of Contingent and Non-contingent Rewards and Controls on Intrinsic Motivation" in Organizational Behaviour and Human Performance, Vol. 8 (1972), p.217-29.

A FINAL "ANTI-EXAM" FOR AN IN-SERVICE TEACHERS' PROGRAM By Steven Brown

An in-service Masters' program often relies on task-based learning. Because the trainees are themselves working teachers, the trainer's task is not to lecture, but to draw out the information the trainees have and to structure tasks so that there is maximum time for reflection. All trainees will come away from the series of tasks with different experiences, based on their starting points and goals. Still, a minimal amount of shared information must be conveyed so that all partici-pants have a common vocabulary and common experiences to work from. The problem of "sign-posting" that information so that trainees know what they are responsible for and so that teachers in other following modules or classes know what to expect from students, necessitates some sort of closure/final exam. A traditional final exam implies a sameness of experiences, starting points and goals. It is perhaps better to let the trainees decide what they know about the common vocabulary and what they need more information about. The following is a final "anti-exam" designed to let trainees reflect on one particular course; the principles apply to other courses.

FINAL EXAM

(Suggested time: 40 minutes)

Read the questions below in a group. Don't answer them. Instead, ask yourself IF you can you answer them to your satisfaction. If you can, check "Yes". If you can't, check "No" and write a question you'd like to ask me.

After you finish with this exam, you will attend a whole-group session to discuss the questions.

1. What is grammar and why is it important to teach it?

☐ Yes ☐ No

question: _____

2. What place do pair work and small group work have in your classes? How can you use them more effectively?

☐ Yes ☐ No

question: _____

3. What is a task?

☐ Yes ☐ No

question: _____

4. What are "the three P's" and what is the place of each within a lesson?

☐ Yes ☐ No

question: _____

5. How is discovery learning different from presentation?

☐ Yes ☐ No

question: _____

6. Define the following terms:

lockstep two-way task display question

Any problems?

☐ Yes ☐ No

question: _____

7. What's the relationship of grammar to functions and notions within a syllabus?

☐ Yes ☐ No

question: _____

8. Can you define the following terms?

personalization mistake drills

consciousness-raising context

integrating skills

☐ Yes ☐ No

questions: _____

Students viewed this exercise very positively. Several claimed it gave them a chance to show what they knew, not what they didn't know. Many used it as an opportunity to talk about the issues again. Still others looked over the handouts once more to check their answers. A final whole-group session went over all the questions and generated further discussions. Since students do the Exam in small groups, the teacher can to some degree rely on stronger students helping the weaker formulate their answers and sharpen their under-standing, but, as with any small-group activity, the teacher should circulate and be available for questions. You needn't maintain an "exam atmosphere".

Biodata:
Steven Brown recently left Japan, where he was Director of the University of Pittsburgh English Language Institute Japan Program and Instructor in the Columbia University Teachers College M.A. TESOL Program in Tokyo. He is currently a Teaching Fellow at the University of Pittsburgh.

PRACTICAL REFLECTIONS IN TEACHER IN-SERVICE TRAINING By Anne Burns

In the 1990's most trainers will wish to think of ways in which they can incorporate the practical classroom experiences and the reflections of teachers themselves into teacher training courses. In-service (and pre-service) courses are moving away from a 'top-down' approach where the 'all-knowing' trainer comes into the group and lectures the 'unknowing' trainees on better ways to go about their daily business of teaching. In this approach the trainees are viewed as empty vessels to be filled with information. The trainer's assumption seems to be that while he or she can provide lots of expert advice, there can be no real way of finding out how it is applied outside the training session. It is considered the trainee's responsibility to go away and somehow apply what is learned in the classroom, without necessarily bringing the outcomes back into the training session. I feel that often this approach results in little or no change in practice as trainees have not engaged in any meaningful way in integrating what they hear in in-service sessions with what they carry out in classrooms.

A 'bottom-up' approach to training contrasts with the 'top-down' approach by building in opportunities for teachers to reflect on what occurs in their own classrooms. It aims to draw on their own experiences of the complexities of teaching and learning in ways which can make classroom processes more explicit and thus more open to critical evaluation. In this approach the trainer sees him or herself as possessing a certain kind of broad theoretical and practical knowledge which will need to be complemented by the particular situational knowledge brought by the trainees from their own teaching contexts. Thus in this approach there is a blending of the more idealised insights from research and theory with the daily experiences of teachers 'at the chalkface', where life tends to be far less predictable than research may suggest. Thus, there is a collaborative aspect built into this approach and classroom experience is interpreted and, hopefully, reinterpreted in the light of classroom knowledge.

We can draw some distinctions between these two approaches and these are set out in the table below. Although the table depicts the two approaches as polarised, in practice it is likely that most training courses will be somewhere along a continuum between entirely top-down or entirely bottom-up approaches. As trainers, we will wish to reflect on our own approaches and to what extent and how we can create a balance between the two approaches, according to the types of trainees we are working with.

TOP-DOWN AND BOTTOM-UP APPROACHES TO TRAINING

THE TOP-DOWN APPROACH	THE BOTTOM-UP APPROACH
The trainer is the 'knower', the trainee the 'unknowing'	The trainer and trainee know in different but complementary ways
The trainer makes all decisions about what trainees need to know	The trainer and trainee share in the decision-making process
The trainer draws on his/her knowledge to enforce learning	The trainer draws on the trainee's knowledge to reinforce learning
The trainer delivers the body of knowledge	The trainer and trainee work together to pool their knowledge
The trainer provides no/few opportunities for feedback and discussion	The trainer builds into sessions opportunities for feedback and discussion
The trainer evaluates the training from his/her own point of view	The trainer and trainee evaluate the training from both their points of view
The trainer repeats the training course for the next group of trainees	The trainer uses both evaluations to modify the course for the next group trainees

▶▶▶

Teachers Reflecting on Practice

A practical example of how trainer knowledge and teacher knowledge can be integrated into a training course is offered below. This training task was part of an in-service course for experienced adult ESL teachers working in the Australian Adult Migrant Education Program (AMEP). It was designed as a follow-up to sessions where the teachers had been considering theoretical perspectives on classroom inter-action, including such issues as the nature of the learner-centred classroom, second langu-age acquisition, error correction, teacher explanation and task instructions. In order to provide an 'action research' element where the teachers could investigate these issues in their own classrooms, they were asked to:

1) Audio-record a segment of their classroom interaction (at least ½ hour)

2) Choose a 'critical episode' from this interaction, that is one where something unusual or of interest was occurring or one where they detected something they would like to change

3) Transcribe all or part of this critical episode (approximately 5 minutes)

4) Bring copies of their transcription and their initial reactions to it to the session

The session itself was used as an opportunity to reflect critically with other experienced peers, on the insights which trainees had gained from recording and transcribing their own classroom data. There was a great deal of laughter and comment on the fact that listening to one's own classroom interaction was some-thing of a shock, but all agreed that the experience had also been extremely illuminating.

In the session, the participants were asked to form small discussion groups which could be used as a sounding board and a resource for developing further teaching strategies. The groups were asked to:

1) Present and discuss the 'critical episodes' they had identified

2) Identify any common areas which had occurred

3) Develop a range of strategies which could be tried out in the classroom to change any practices they wished to improve

4) Agree on ways of documenting and keeping track of these changes

A follow-up to this discussion was a further session where groups met again to review what had happened as a result of the changes they had made. Thus a cycle was set up of self-observation, reflection, collaboration and action which allowed teachers to engage more explicitly and in a practical situation, with the theoretical knowledge they had been considering.

A sample of the teachers' comments indicate the types of concerns and questions which emerged from this action research and which were used as the basis for developing strategies for change.

'I had no idea I was so teacher-centred. When I look at this it really stands out. What could I do to get my learners to participate more?'

'I think I was trying to introduce too many things at once. The learners are having to listen, read and write all at the same time. How could I have organised this better?'

'I made these instructions far too compli-cated. They didn't know what to do. Give me some ideas on giving instructions more clearly.'

'This task was too complicated for the learners. How could I modify it to make it easier for them, so that they can com-plete it successfully?'

Drawing on the great range of expertise and ideas which the various groups of trainees had to offer, produced a large number of possi-ble strategies which could be tried out in answer to some of these questions. The teachers were able to go back to the classroom, use these practical insights in combination with the theoretical component of the course and report back on the outcomes in a later session. This approach to training has the advantage of drawing on the daily interactions which go on in language classrooms in a practical and realistic way. It also creates a 'two-way street' of theory and practice which can complement and balance each other for the benefit of both trainer and trainee.

Process Options Idea:18

NINE-CARD DIAMOND TECHNIQUE

The technique I'm going to describe is one which was mentioned by Dr. Jon Roberts during an MATEFL course module I attended last year at Reading University. I'm afraid I do not know who originated the technique.

I will first explain the technique and then describe how I used it on a course for provincial teacher trainers at secondary level in Ecuador.

The method ensures that ideas on a particular topic are considered systematically. The technique also demands that ideas are prioritised, the nine most important ideas being systematically ordered.

PROCEDURE

1. Task Clarification

The task is presented on the blackboard or OHP and the group allowed time to discuss the task to ensure it is fully understood. For example, groups could discuss what makes for an effective INSET course. (This is discussed in more detail below). The technique could also be used to prioritise the perceived needs of course participants at the beginning of a course, either in general or in a specific area.

2. Individual Listing of ideas in Silence

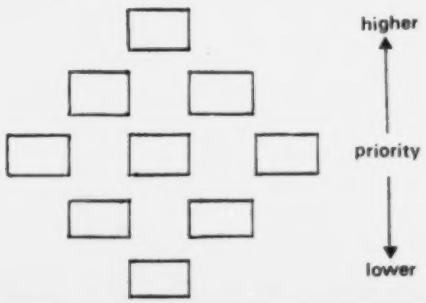
Individuals list their own private responses during a fixed time period long enough to ensure that this activity is unhurried.

3. Small Group Discussion

Groups of three or four list all their ideas related to the task. The ideas could also be written along the spokes of a 'wheel', as many spokes being completed as possible; or in the form of a 'mind-map'. (See **The Teacher Trainer** Vol. 2/3, Autumn 1988).

4. Group Priorities

Each group then chooses the nine ideas they consider the most important. These are then written on separate cards and the 'nine-card diamond' formed as below:



5. Whole Group Priorities

The small groups then move back into a whole group and the exercise is repeated to arrive at an overall nine-card layout. (See below for an example of how this might work in practice). The most important areas of the topic have now been agreed on. If a consensus is difficult to obtain then some form of voting needs to be considered. Each group could give a score out of five, for example, for each idea and the cards for the nine ideas with the highest scores arranged to form the 'nine-card diamond' according to their scores.

AN APPLICATION ON A TEACHER TRAINING COURSE

I used the above technique on a course for provincial teacher trainers in Ecuador for the purpose of determining what they thought were the most important considerations for an effective short INSET course. The majority had already run provincial courses as well as having attended a variety of courses as participants, and were therefore able to make informed judgments on the topic.

The small groups used 3 inch by 5 inch cards to form their 'nine-card diamonds'. The ideas were then transferred to larger cards for discussion in the whole group session. There were 12 participants in all and we opted to lay out all the cards on the floor where the cards could easily be seen by all, and at the same time vary the normal routine of putting things up on the board. Cards were sorted according to the basic ideas expressed and one card selected as representative of each idea. The cards with the nine most important ideas were then formed into a 'nine-card' diamond. In this particular case there was no problem arriving at a consensus, the whole procedure taking an hour to complete.

One of the participants then volunteered to prepare a poster outside class of the 'nine-card diamond', which was then put up on the wall for all to see throughout the course. As part of the course evaluation one group was asked to develop a 'rating-scale' questionnaire, to be given to all participants to evaluate the course itself in terms of the nine agreed criteria noted on the poster for an effective short INSET course. For example, one of the statements the participants were asked to rate was "The methodology used was appropriate for the course objectives", this being one of the nine agreed criteria.

FURTHER USES

The 'nine-card diamond' technique is a useful communicative activity in its own right and it could be introduced as such. However, the method is most useful where course participants as a group can indicate their priorities on a topic. Course designers or leaders can

▶▶▶

then take actions based on the agreed priorities of the group. It could therefore be used to determine course participant needs and expectations for a course.

It could also be used as an awareness-raising activity, e.g. participants discuss their views on language, on learning. A similar activity could take place at the end of the course and a comparison made of the result -ing 'nine-card diamond'.

A further use, as part of an end-of-course evaluation, would be in determining the most valuable learning experiences during a course as seen by the participants.

Its disadvantage is that it is probably not practical for groups of more than about 20 participants if all are to participate at all stages of the technique.

Les Embleton, British Council, Quito, Ecuador

CROSS CURRENTS

AN INTERNATIONAL JOURNAL OF LANGUAGE TEACHING AND CROSS-CULTURAL COMMUNICATION

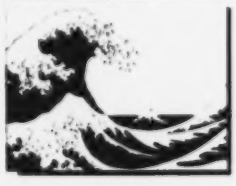
Editor: Thomas Clayton, The Language Institute of Japan, Odawara, Japan

Cross Currents is a biannual publication of the Language Institute of Japan (LIOJ) which provides a forum for the interdisciplinary exchange of ideas within the areas of cross-cultural communication and language skill acquisition and instruction. Our goal at *Cross Currents* is to act as a medium through which international ESL/EFL issues, theories, and methodologies can be made available to our Japanese audience, and also through which Japanese ESL/EFL contributions—increasingly vibrant, innovative, and influential—can be disseminated to our international colleagues.

Cross Currents has served a diverse international readership continuously since 1972.

A Selection of Recent Articles and Essays

Alan Maley (U.K.): Courses or Resources
Subhash Jain (India): Arriving at the Himalayan Range
Thomas Clayton (Japan): Politics and the Modern English Language
John Starosh (USA): Professionalism and the Degree in TESOL
Robert O'Neill (U.K.): What Did Isadora Duncan and Einstein Have in Common?
John Swales (USA): Teacher Researcher: Personal Reflections



SUBSCRIPTIONS	1 Year	2 Years
Individual	U.S.$15.00	U.S.$25.00
Institutional	U.S.$19.50	U.S.$35.00

ISSN 0289-1239

For air mail, include an additional U.S. $6.00 for one year and U.S. $12.00 for two years.

Subscriptions may be ordered through your local bookseller or direct by money order or bank draft to: Cross Currents, LIOJ, 4-5-1 Ohno-cho, Odawara, Kanagawa 250, Japan. Checks must be payable in U.S. funds. Back issues available through your bookseller, 20% discount for orders of ten or more placed by individuals.

RETURN THIS AD WITH YOUR SUBSCRIPTION ORDER, AND RECEIVE THE CURRENT ISSUE AS A COMPLIMENTARY GIFT.

Observation and Feedback

OBSERVING A READING ACTIVITY BY Flavia Vieira

I hope teachers and supervisors find the proposed Schedule for Observing Reading Activities (SORA) useful as a guide for monitoring reading instruction in general, and particularly in the foreign language classroom.

GRID A, DESCRIPTIVE

The SORA, presented in Fig. 1, has 2 grids. Information written onto Grid A helps to provide a descriptive account of a reading activity and is to be filled in during the lesson by the observer(s). Grid A on the SORA integrates 6 observation areas:

1. Text Type
2. Skills
3. Task Type (including oral/written questioning)
4. Steps (the basis for an analysis of global approach)
5. Students' response (problematic or not)
6. Negotiation (with or without reading problems)

In filling in this grid, emphasis should be placed on what actually happens, rather than what the observer thinks should happen.

SCHEDULE FOR OBSERVING READING ACTIVITIES (SORA)

GRID A. Descriptive account of the activity

1. Text Type	2. Skills

3. Task Type	4. Steps
5. Students' response	6. Negotiation

The Components of Grid A

I will now explain the components of Grid A.

Text type - By text type I mean, for example, diary, letter, poem etc. (see Hedge, 1988 for more examples).

Skills - By skills I mean, for example, recognising the script of the target language, understanding relations between parts of a text through cohesive devices, deducing the meaning of unfamiliar words from their context (see Grellet, 1983).

Task type - By task I mean the specific type of exercise being used in class e.g. multiple-choice exercises, cloze, question-answer, true-false etc. It may be a pre-reading, reading or post-rea-ding task.

Steps - These are the specific procedures the teacher follows.

Students' response - Do the students seem involved with the activity? Do they have any language or reading problems?

Negotiation - By negotiation I mean the process of adjustment of interpretations between teacher and students, especially when reading problems are met. For example, when a student misunderstands a text because of unfamiliar vocabulary, what does the teacher do to understand the student and help with the problem?

GRID B PRESCRIPTIVE

Grid B provides the basis for a global appreciation of the reading activity and should be used after the lesson by both the observer(s) and the observed teacher together.

It reflects a more prescriptive perspective. It suggests an analysis of the teacher's work on the basis of a set of 5 criteria.

1. Global Approach
2. Relation between Text/Task and students
3. R elation between Text, Skills and Task
4. Instructions
5. Negotiation Procedures.

Three performance levels are considered: Weak (W), Satisfactory (S) and Good (G). Two other situations can be considered: Not Applicable (NA) and Not Observed (NO).

GRID B. Global Appreciation of Teacher Performance

Areas & Criteria	NA	NO	W	S	G
1. **Global Approach** (coherence)					
2. **Relation between Text/Task -Students** (adequacy to SS' level+ background knowledge)					
3. **Relation between Text - Skills - Task** (coherence)					
4. **Instructions** (clarity+adequacy)					
5. **Negotiation Procedures**					
a. **non-problematic responses** (adequacy+variety)					
b. **problematic responses** ("focus" and "impact")					

(NA: Not Applicable/NO: Not Observed/W: Weak S: Satisfactory/G: Good)

Suggestions for improvement/recommended reading

Components of Grid B

I will now explain the components of Grid B.

Global approach - Here the observer and observed will try to reach some conclusions about the coherence of the steps of the lesson.

▶▶▶

OBSERVING A READING ACTIVITY

Was the consequence of reading activities logical?

Relation between text/task and students - Are the texts and tasks appropriate to the students' level and suitable for their background knowledge of the language and the world.

Relation between text-skills and task - This category concerns the internal coherence of one reading activity. Was the text/task type appropriate for the development of a specified skill?

Instructions - Were the teacher's instructions clear and adequate?

Negotiation procedures - How did the teacher handle non-problematic responses from students? Was there an adequate and varied response?

And for problematic responses from students? Two things need to be considered here:

(a) 'Focus' - by focus I mean, does the teacher focus on the reader, the text or the reading process in his/her attempt to deal with reader problems.

(b) 'Impact' - what impact does the teacher's effort to negotiate have on the student? Does the procedure that the teacher uses result in higher levels of comprehension, intensify reading problems, have no effect at all? Or is the effect of the procedure on the student left unchecked?

The schedule also includes a final section where suggestions for improvement can be given and readings recommended.

Here is an example each of Grid A and Grid B filled in:

SCHEDULE FOR OBSERVING READING ACTIVITIES (SORA)

GRID A. Descriptive account of the activity

1. Text Type	2. Skills
Descriptive paragraph (telling about someone: Harrison Ford)	1 Understanding explicit/implicit information 2 Scanning to locate specific information.
3. Task Type	**4. Steps**
A Correcting wrong statements B Asking questions	(T. Sets situation for group work) 1 Instruction (4) 2 Exercise A + checking
5. Students' response	**6. Negotiation**
STEPS 1-4 SS' response was quite POSITIVE; groups worked in a lively / enthusiastic way LANGUAGE PROBLEMS. BB -whats his friend name -whats you name? -his name is (Harrision Ford)	GLOBAL COMMENTS No problems with feedback. NEGOTIATION: Operations used by T. -eliciting correction -giving clues

GRID B. Global Appreciation of Teacher Performance

Areas & Criteria	NA	NO	W	S	G
1. Global Approach (coherence)					X
2. Relation between Text/Task -Students (adequacy to SS' level+ background knowledge)					X
3. Relation between Text - Skills - Task (coherence)				X	
4. Instructions (clarity+adequacy)				X	
5. Negotiation Procedures					
a. non-problematic responses (adequacy+variety)					X
b. problematic responses ("focus" and "impact")				X	

(NA: Not Applicable/NO: Not Observed/W: Weak S: Satisfactory/G: Good)

Suggestions for improvement/recommended reading

You tend to focus on language form even when reading is the main objective of the lesson.

(Text used in the lesson observed above)

LE O TEXTO:

Harrison Ford is a famous American actor. His address is 29, Beverly Hills, Hollywood. His best friend is Yamaha. He's from Tokyo in Japan. They are partners in the film "Indiana Jones and the Lost Temple".

1. Repara nas respostas dadas por um colega teu as seguintes questoes. Elas estao erradas e tu vais corrigi-las, sublinhando no texto a informacao de que precisares para o fazer.

a) Is Harrison Ford from USA?

No, he isn't. He's from America.

b) What's his address?

His address is 29, Beverly Hills, Hollywood, Canada

c) What nationality is Harrison Ford's friend?

He's Chinese.

2. Agora vais elaborar mais tres questoes sobre o texto.

a) _____

b) _____

c) _____

(actividades elaboradas pelas estagiarias Manuela e Augusta, na Escola Preparatoria Francisco Sanches)

Like any other schedule, the SORA can be adapted to suit a variety of situations. Getting familiar with it will imply some training in the analysis. The use of audio or video recordings will be especially useful here.

Teachers can use the instrument as a whole or only part of it, according to their particular needs. For example, if negotiation is shown to be a weak area of a teacher's performance, observation can focus only on it. The SORA can be used as a guide for the planning of reading activities too.

I would like to emphasise that the effectiveness of the use of the SORA depends on the collaboration between teachers or between teachers and supervisors and on their willingness to discuss terms, experiences and point of view. My main aim in developing the SORA is to adapt observation procedures and protocols to the type of activity being observed as well as to reconcile the descriptive and prescriptive perspectives inevitably involved in teacher training. I am interested to show that what one sees and how one sees it are inter-related tasks.

References

Allwright D. (1988). Observation in the language classroom. London: Longman

Carrell, P. et al (1988). Interactive approach-es to second language reading. Cambridge CUP

Grellet, F. (1983). Developing reading skills. Cambridge: CUP

Harmer, J. (1983). The practice of English language teaching. London: Longman

Hedge, T. (1988). Writing OUP. (see "Types of writing")

Irwin, J. (1986). Teaching reading comprehension processes. New Jersey: Prentice Hall

Lunzer, E. & Gardner, K. (eds) (1979). The effective use of reading. London: HEB

Nuttal, C. (1982). Teaching reading skills in a foreign language. London: HEB

Thomson, J. (1987). Understanding teenagers' reading - reading processes and the teaching of literature. New York: Methuen.

ARE OUR TRAINEES EMPLOYABLE? A summary of a survey of RSA/Cambridge Certificate teacher-trainees and International House Directors of Studies. By Vic Richardson

1. Introduction

At International House (IH) Hastings it is part of the school policy to periodically employ newly qualified [RSA/Cambridge Certificate] teacher/trainees and have a mix of experienced and inexperienced teachers on the staff.

Over the last twelve months or so those trainees seem to have been experiencing considerable difficulty coping with their teaching load - and this despite a good, supportive induction process.

Their problems seem to fall into the following three areas:

1. Teaching Methodology.

The trainees tend to rely on a situational approach to dealing with language and on game like activities to promote oral interaction.

2. Resources and Materials.

The trainees tend to go to extreme lengths to avoid using the course books and commercially produced materials available.

3. Course Planning.

The trainees find this very time consuming and seem to have great difficulty planning beyond a series of individual, self-contained lessons.

These problems may be unique to Hastings or at least to UK based ARELS schools, but I thought it would be interesting to survey ex-IH Hastings' trainees, after their first month's teaching to find out if we needed to re-evaluate our own Certificate course. The survey was then expanded to include IH London trainees and IH Directors of Studies and thus gain a clearer picture.

Statistics

As so often with "cold surveys" the initial response rate was quite low, and although the results may provide food for thought I'm not sure how far it is possible to generalise from such a small sample.

[Since the IATEFL conference I have received c.50% of the questionnaires sent out and although I have not updated the statistics the late responses agreed/confirmed my "findings" from the original responses.]

Survey 200 teachers after their first month's teaching.

*34 replies, ie. 17% (of which 85% came from four European countries: France, Italy, Spain, Portugal.

80 Directors of Studies

*18 replies, ie. 20% (of which 85% were from the same four countries - although they weren't all from the same cities or schools as the trainees' responses)

* Teaching Conditions

Teaching	Full Time	16-35 hours per week
	Levels	Beginner-Advanced
	Ages	Either young learners mostly 9 years and older or adults - general English, EOP and one-to-one teaching
Syllabus		All teachers supplied with a syllabus &/or weekly timetables and/or a course book to follow - except those teaching EOP and one-to-one.

* 58% of teachers employed in 1989 were straight from the Certificate course.

2. Trainees' reflections on their first month's teaching

* Most felt their first month had gone well and used adjectives like "invigorating", "challenging", "rewarding", and "encouraging" to describe it.

* A few were disillusioned and were thinking of giving up teaching.

* All of them found their first month "tough". The majority reported that they were on a full timetable of 22-30 hours; teaching any and all levels and ages - and this while settling in, finding accommodation, etc.

* The kind of support varied considerably from no support and no resources to an extremely caring and supportive induction eg.

... I received a little help on how to use the books, apart from that I'm left to myself and every so often someone asks: "How are you getting on?"

... The educational support is excellent. The DOS helped with all my early lesson plans and is always on hand to give support and ideas.

* The majority did feel they were given the support they needed. They stressed the significance and value of informal support and about half seemed to qualify it with "but you have to ask for it" eg.

... There's a lot of formal and informal support in the school but you have to ask for it.

3. Induction procedures for new teachers

With two exceptions all the Directors of Studies reported that they had been able to follow their procedures. This is surprising since it doesn't really agree with the trainees' responses, but this could be a fault in the questionnaires.

A composite induction and orientation programme

1. A reduced teaching load.
2. An introduction to the school-syllabus, timetabling and resources.
3. Assistance with timetabling and/or lesson planning.
4. Attachment to a mentor.
5. Observation of and by other teachers. Observation by Director of Studies or Senior Teacher/Assistant DOS.
6. Informal peer support.
7. Assistance with accommodation, permits, etc.
8. Survival language lessons.

4. Trainees retrospective assessment of their RSA/Cambridge Certificate Course

* The majority were unstinting in their praise for the course, eg.

... an excellent grounding in classroom techniques, class management, lesson planning and materials exploitation.

... it didn't prepare me for the initial shock of starting teaching. However the longer I teach the more beneficial the course becomes. I use my file like a dictionary or map to direct my teaching.

* Areas where they felt their course could have been more help [in order of frequency]

1. Teaching Children as young as six, but mostly 9 and older. eg.

... the course teaches you classroom techniques for dealing with perfect students but unfortunately "there's nowt worse than kids". It was an immense shock in the early days to be presented with kids who have spent all day at school and who are forced, by their parents, to attend extra English classes.

2. Using Course Books and Course Planning, eg.

... more work on timetabling would have been a great help. This has probably been the most time-consuming and difficult problem.

... more work on getting familiar with different books, less on inventiveness.

... more on very practical, effective and quick planning.

... I seem to lose myself in a sea of course/text books.

... greater in depth course book analysis.

3. Teaching mono-lingual "untrained classes" eg.

... more on teaching mono-lingual groups. Although the basic TEFL theory still applies, it's hard to motivate students to talk English in pair/group work unless they think the teacher is about, otherwise they lapse into L1, especially to discuss problems.

4. Teaching large classes eg.

... what do you do if you have more than the IH maximum number of students, as is the case with company classes here?

5. Teaching English for Business, eg.

... more on English for Business, materials, etc., and how to make it varied and lively.

6. Teaching one-to-one, eg.

... preparing for teaching individuals. This takes up 60%-70% of my teaching time.

* Throughout there was an undertone of their course having operated in an ideal environment and a focus on it on ideals rather than realities. This was put in sharp relief by the Directors of Studies.

5. I.H. Directors of Studies assessment of the RSA/Cambridge Certificate Course

* The majority were also unstinting in their praise and seemed aware of how little can be done on a 100 hour course with only 6 hours teaching practice per candidate, eg.

... I feel that new teachers are as well prepared as possible given the limitations of four weeks.

▶▶▶

... totally prepared - the course provides new teachers with the foundations of class management and teaching techniques without which they could not possibly go into the classroom.

* When describing the shortcomings of the Certificate course the DOS's were obviously con-cerned with local conditions. However the local conditions described seemed to be generally applicable throughout Europe and therefore should, at least, give us food for thought.

* Areas where DOS's felt the course was inadequate [in order of frequency]

1. Teaching children eg.

... there should be another week on teaching children! [heavily underlined & lots of exclamation marks.]

... it is quite a shock for new teachers, particularly with regard to discipline.

2. Course planning and using a course book, eg.

... they a e ill-prepared for the volume of work, especeally in terms of time spent on planning.

... they are not clear on exploiting course books fully and feel somehow that if they don't invent all their own materials, they are cheat-ing.

... they think they have to think up their own activities rather than thinking about how to exploit the textbooks.

3. Teaching English for Business and one-to-one, eg.

... they are particularly unhappy about teach-ing one-to-one, tending to resort to conversation.

... ESP courses are problematic ... many teachers feel uncomfortable in what they feel is foreign territory.

... they need more exposure to professional-type materials, to develop a more professional approach and to have some notion of what one-to-one involves.

... they should at least have read Wilberg!*

4. The gulf between reality and the training course, eg.

... the main problem is the massive leap from teaching 45 minute lessons with loads of time to prepare a perfect lesson to having 2 or 3 two hour classes per day.

... a shock to transfer from preparing one perfect lesson per day to five per day. This is unavoidable but it can be made clear that it's a different approach and it's not feasible to spend 3 hours planning every one hour lesson.

... too much of a tendency to accept the course as the way to teach. It needs to be made clearer that it's an introduction.

... there may be a gap between tried and tested IH methods and more recent, i.e. student-centred, approaches to teaching.

... teachers themselves complain about the gulf between the course and their first jobs. Perhaps you could questionnaire them.

Two final quotes on RSA/Cambridge centres.

... there seem to be big differences in what is covered [or at least remembered] from centre to centre.

... there's a considerable difference between teachers who have done it at IH and elsewhere. This is not necessarily a qualitative difference but they are rather differently prepared for different aspects of teaching.

6. Conclusions

Many of the conclusions are self-evident and in Hastings we have been reviewing our certificate courses to take account of them. In terms of organisation and content:

1. We place greater emphasis on using course books and course planning:

* course books play a greater role in TP

* in addition to our input session on using course books and our course book review we have a two hour workshop on planning a series of lessons based on one unit of a course book and a shared course assignment on planning a time-table.

2. We have been able to organise six hours per trainee of unsupervised teaching practice one-to-one.

3. We now have a two hour input session on teaching children and another two hour session on teaching English to professional people.

In terms of bridging the perceived gap between our ideal environment and reality

* we are becoming more aware of our hidden messages eg. a way vs. the way.

* and of increasing our trainees' awareness of realistic teaching conditions.

There are, however, other conclusions that can be drawn, which, perhaps, go beyond the emphasis placed on particular areas by individual centres.

One is that despite the "tried and tested" nature of the syllabus, which aims to encapsulate mainstream ELT, perhaps it is dated and out of step with developments in the profession. For example, with the change of focus from the teacher and teaching to the learner[s] and

learning how relevant is the PPP model or class management defined as lesson [rather than people] management? This may not be the time to evaluate and re-define the syllabus but I feel some serious discussion of it would be fruitful - a working party to look into it?

A second conclusion I came to concerns the seeming misconception of what the Certificate scheme aims to achieve and what can be expected of a Certificate level teacher. The DOS replies to my survey left me with the suspicion that what they'd like from a Certificate level teacher is what I, as a trainer would expect from a Diploma level teacher. This suspicion was strengthened when I read Hugh Davies' "Evaluative Study of the RSA/Cambridge Certificate" (CALS Reading) and I found myself wondering if this misconception about the Certificate course being more than an initial training course may account for the condemnation of it I encountered in Dublin from trainers in Higher Education and Teacher Training Colleges - "you're arrogant enough to think you can train a teacher in 4 weeks" [you = the Certificate trainers].

The Certificate syllabus clearly says it is an initial training course and perhaps having a criterion referenced report, which demonstrates the introductory nature of it would help increase awareness, but I feel more could be done to increase awareness in the profession eg. UCLES could consider supporting the publication of an initial INSET course/book.

One last conclusion I came to concerns the growing need for some training for teaching young learners. The Certificate may have the word "adult" in its title but since it exists to meet a real need in the profession and since the market for teaching children is growing rapidly, I do feel that schools are justified in complaining that the scheme does nothing to help.

[IH Hastings ran two week courses, in the UK, on teaching young learners a few years ago, but it wasn't until we started a joint venture with IH Matero to run them in Spain that they became successful. I know a few schools in Europe offer courses and I feel this is one area where the overseas centres can take the initiative by focussing their attention on this area and, eg. lobbying UCLES/the scheme committee to consider proposals for a young learners module etc.]

(This survey summary was initially presented to the IATEFL ELT Management Special Interest Group at the IATEFL Dublin conference in March 1990).

Reference

Hugh Davies (1990) "Evaluative study of the RSA/Cambridge Certificate". Publisher: UCLES.

Wilberg P. (1989). 'One to One'. Language Teaching Publications.

TEACHER TRAINING 1992

● RSA/Cambridge Diploma (part-time)
● Hilderstone Preliminary Certificate
● Courses for overseas teachers of English

Why Hilderstone?
● Small groups
● Highly experienced teaching staff
● Reasonably priced accommodation

For details write to:
Teacher Training, (Dept.TT)
Hilderstone College, Broadstairs
Kent CT10 2AQ, England

Tel: 0843 69171
Telex: 966182 THANET G
Fax: 0843 603877

Member of BASCELT

HILDERSTONE COLLEGE

BRIEF ABSTRACTS
(Supplied by the BAAL abstract-abstracting service)

450-11 **Aligote, Carlos and Colophon, Eulalia.** Interlanguage in MA students. South Shields Journal of Prophylactic Linguistics, 22, 3 (1990)

Utterances of Applied Linguistics students can be sited along a continuum running from pure L1 forms (e.g. We have to teach them to understand English) to pure TL forms (e.g. Our prime pedagogic task is to encourage strategies which will enhance learners' capacity to attend to the pragmatic communicative semiotic macro-context). The paper offers a choice of five models to account for non-systematic variability in the data, treating L1, IL and TL as hierarchically independent semipermeable systems in each case.

450-12 **Bangalore-Torpedo, Lieut-Col. Alison C. Smith, Mohammed K, and Jones, Jeff.** A taxonomy of bibliographies. Zeitschrift für Grundsatzfragen (Munich), 111, 1 (1991)

Bibliographies can be classified into epistemic (designed to show what the writer has read) and deontic (aimed at telling the reader what to read). These categories correlate to some extent with defensive and aggressive approaches to bibliography. Special cases studied include the **cannibal** bibliography (which swallows up smaller bibliographies), the **onanistic** bibliography (which lists only works by the authors of the article to which it is appended) and the **autonomous** bibliography (whose accompanying paper has atrophied or totally dis-appeared). The paper is accompanied by a comprehensive bibliography.

450-13 **Carruthers, Norbert St-C Foulkes.** Phonetician's palate. Colorado Review of Articulatory Phonetics, 12, 2 1990)

Phonetician's palate has attracted some attention in medical circles recently, since the much-pulicised case of Professor Solomon Andrex of Knokke, who suffered a spectacular breakdown while researching into nasal plosion. It is now becoming clear that PP is a widespread condition, analogous to the degeneration of the meniscus in 'Runner's Knee'. The palate weakened by years of cushioning tiny but repeated percussive strikes, loses resilience and begins to transmit shocks directly to the brain, with the unfortunate results that we see all around us.

450-14 **Brisket, Gladys P.** Coming clean on cohesion. Reading Research as a Cottage Industry (South Molton), 432, 12 (1991)

If you refer more than once to a person, thing, or event, the second mention can be made either by using the same words as before (**iteration**), other content words (**synonomy**), grammatical substitutes (**anaphora**) or no words at all (**ellipsis**). All of these are cohesive devices. This has led some critics of the theory to ask what would **not** count as a cohesive device. The answer is: nothing. Everything is cohesive. Life itself is a cohesive device.

450-15 **Sackbottle, Caliban Q.** Does instruction work? An in-depth study. Occasional Papers from the Seville Colloquium, 16 (1990)

A group of four Spanish-speaking nuns from Tierra del Fuego was exposed to comprehensible input containing numerous instances of English Quantifiers over a period of six hours. At the same time, they were given explicit instruc-tion in the semantics of English attitudinal disjuncts. A test to determine whether their command of quantifiers had improved more or less than their command of disjuncts was inconclusive:

$$X^2(1,N=4)=.68, p>.25.$$

450-16 **Dzhugashvili, JV.** An ice-breaker for that first session. The Humane Practitioner (Jackson Hole), 1, 1 (1991)

Get all the students to write out name badges for themselves. Then collect up the name badges, shuffle them and redistribute. Tell students that they have to find and interview 'themselves'; they must elicit three new pieces of information about 'themselves' that they didn't know before. Having done this, they must find someone in the classroom who doesn't like repairing bicycles, and tell him/her how they feel about what they have just experien-ced. Identify-transfer of this kind helps students bridge the gap between autocentric and allocentric modes of communication, and prepares the ground for classroom parameter-setting activities.

Michael Swan

(Reprinted with the kind permission of Michael Swan and the BAAL newsletter.)

PUBLICATIONS RECEIVED

Of special interest or relevance to teacher trainers are:

- The Cambridge encyclopedia of language by David Crystal (1987) CUP. ISBN 0-521-42443-7. This huge book, available in paperback, has 11 parts comprising 65 thematic sections. Each section is a self-contained presentation of a theme in language study e.g. popular ideas about language, language and identity, the structure of language, language, brain and handicap. There are maps, diagrams, photographs, a glossary and a table of the world's languages and where spoken. A mine of information. This is one for the (strong) bookshelf.

- Comparing languages. English and its European relatives by Jim McGurn (1991) CUP. ISBN 0-521-33638-4. A tiny paperback for use in schools modern language and/or English teaching. It comes with a cassette and is clearly marked for solo, pair and group work. Written simply and peppered with cartoons and other visuals it sets out to give pupils an idea of how every day English is related to, for example, Dutch, German, Italian and French.

- The anti-grammar, grammar book by Nick Hall and John Shepheard (1991) Longman. ISBN 0-582-03390-X. A teacher's resource book for those working with upper intermediate students who have already met most of the verb forms of English. It shuns the giving of rules and favours the student in the role of 'thinker' working through tasks to discover grammatic-al rules and meanings for themselves. It is thus also useful with native speaker teacher trainers at pre-and in-service level to extend their own language awareness and to show how language areas can be presented to higher level language students.

- Womanwords by Jane Mills (1991) Virago. ISBN 1-85381-274-9. A specialist dictionary, this book selects some 300 words that relate to women and traces their semantic histories. Words such as Authoress, Bluestocking, Dowager and Harridan are included, as well as much naughtier ones.

- Language change: progress or decay? by Jean Aitchison (1991) CUP. ISBN 0-521-42283-3. This book pulls together into a coherent whole a previously rather disjointed and contradictory literature on how we know there is change, how language changes happen, why they happen and how and why whole languages begin and end. It is a second edition that now includes details of recent research on syntactic change, change within social networks and the relationship between children and change.

- Training foreign language teachers by Michael Wallace (1991) CUP. ISBN 0-521-35654-7. After an overview of some current models of teacher education, Schön's model of the reflective practitioner is settled on as a coherent framework for theory and practice. There is then an explanation of how a reflective approach can be applied to areas such as classroom observation, microteaching supervision, assessment and course design.

- ELT Documents: 133 Research in the language classroom Eds: C. Brumfit and R. Mitchell (1990) Macmillan. SBN 512162. A collection of 12 rather varied articles divided loosely into 3 sections. A sample of the contents are "The language classroom as a focus for research" by the editors, "The teacher as researcher" by David Nunan, "Researching teachers: behaviour and belief" by Tony Lynch, "Classrooms and display questions".

- Management in English language teaching by Ron White et al (1991) CUP. ISBN-0-521-37763-3. Aimed specifically at teachers who are making the transition into management in EFL, this book has 3 main sections. People and organisations, (staff selection and development, curricula, resources, information), Marketing (developing and implementing a market-ing plan), Finance (records, statements, cashflow, accounting). Printed in unfortunately small, light type the book nevertheless attempts to adapt general management ideas to an EFL teaching context.

- Literature with a small 'l' by John McRae (1991) Macmillan. ISBN 0-333-55572-4. A wordy, chatty and intelligent argument for the use of all kinds of imaginative, representa-tional material (including songs, comics, readers and visuals) and not just "High Literature" to stimulate reaction and response in the learner. Practical sections too on how to use the material.

- Literature on language: an anthology compiled by Christopher Brumfit (1991) Macmillan. SBN 567706. A personal collection of texts from sources including autobiographies, novels, historical texts, diaries and letters - on the subject of 'schools and tutors', 'language acquisition', 'literacy experience' and 'linguistic insight and prejudice'. Some women included. Could possibly be useful in training sessions as a reminder of the non-specialist's view of language.

- Language in action, An introduction to modern linguistics by Joanne Kenworthy (1991) Longman. ISBN 0-582-03583-X. Slim paperback with sections on words, sounds, sentences and texts and conversations. A swift accessible taste for first year undergraduates, general readers or pre-service teachers. 130 pages.

HIGHLIGHT

Intermediate

Michael Vince

Highlight is a new 2-level English course at intermediate and upper intermediate level. It is a carefully balanced course which develops in learners both fluent use and an accurate knowledge of English.

Among the most important teaching objectives of Highlight are:

- encouraging discussion
- developing fluency
- improving accuracy
- consolidating progress

HIGHLIGHT	Intermediate	Upper Intermediate
Student's Book	28630 7	28631 5
Teacher's Edition	28632 3	28633 1
Workbook	28634 X	28635 8
Cassettes (2)	28636 6	28637 4

For further information please contact:

Deborah Manning
Heinemann International
Halley Court, Jordan Hill
OXFORD, OX2 8EJ,
United Kingdom

HEINEMANN

BRING YOUR TEACHING TO LIFE!

PILGRIMS COURSES FOR TEACHERS AND TEACHER TRAINERS 1992

Pilgrims, pioneers of modern and progressive teacher training, are offering a rich variety of courses that will bring your teaching to life this summer.

Choose from these courses held at our Summer Institute at the University of Kent at Canterbury.

• ENGLISH FOR TEACHERS	JULY, AUGUST
• PRACTICAL METHODOLOGY FOR:	
Basic teaching skills	JULY, AUGUST
Teaching young children (7-11)	JULY, AUGUST
Teaching young people	JULY, AUGUST
Teaching adults	JULY, AUGUST
Teaching business and professional people	AUGUST
• APPROACHES TO TRAINING	JULY, AUGUST
• NEURO LINGUISTIC PROGRAMMING	JULY, AUGUST
• ACCELERATED LEARNING	AUGUST
• SUGGESTOPEDIA	AUGUST, SEPTEMBER
• THE CREATIVE TEACHER	JULY, AUGUST
• THE TEACHER AND TRAINER DEVELOPMENT WEEK	AUGUST

And if you bring a group of language students with you, we can offer you a FREE course!

If you can't come to Canterbury, we'll come to you. We will send our trainers to run special Workshops tailored entirely to your requirements.

One of these courses is just what you need this summer!

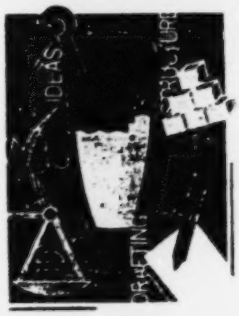
Teresa Thomas
Pilgrims Language Courses
8 Vernon Place
Canterbury
Kent CT1 3HG
England
Telephone: 227 762111
Facsimile: 227 459027

BEST COPY AVAILABLE

Pilgrims

Longman Handbooks for Language Teachers

Practical guidance and problem-solving for both new and experienced teachers



The Practice of English Language Teaching
Jeremy Harmer

The classic best-selling handbook, completely revised to include examples from up-to-date sources. ▶

Process Writing ▲
Ron White and Valerie Arndt
Introduces the various processes involved in writing, with suggested sequences of classroom techniques to guide students through these processes.

Language in Action ▶
Joanne Kenworthy
A highly readable, comprehensive introduction to the study of modern linguistics.

Other titles in the series:

- Teaching Listening
- Teaching English with Video
- Teaching on Holiday Courses
- Writing English Language Tests
- Teaching English Pronounciation
- Teaching English through English
- Using Computers in the Language Classroom
- Communication in the Classroom
- Teaching Oral English
- An Introduction to English Language Teaching
- Teaching Writing Skills
- Teaching Literature

For a copy of the new Longman Methodology Brochure, please contact:
The Marketing Department, Longman ELT, Longman House, Burnt Mill, Harlow, Essex CM20 2JE, U.K.

LONGMAN ELT

BEST COPY AVAILABLE

THE TEACHER TRAINER

A Practical Journal mainly for modern language teacher trainers

Volume six Number two

! INSIDE !

Ways that schools can support action research 4

Foreign language lessons – how to use them on training courses 8

The four main areas of language teacher training 10

Getting rid of ego's in the group! 13

What can a language assistant do to help? 15

How to use the fishbowl principle 18

Language students help teachers to reflect 20

A role play on error correction 23

A training game 26

PLUS ESTABLISHED SERIES:

Process options, Trainer background, Training around the world, Author's corner, Book review.

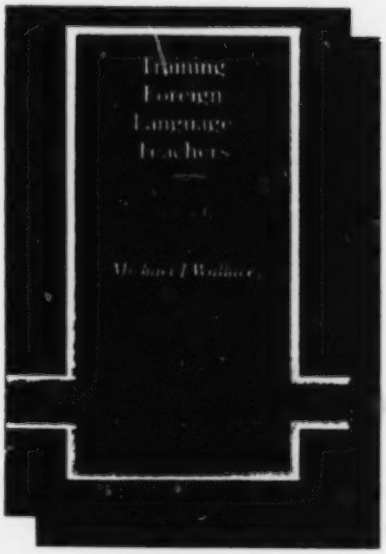
BEST COPY AVAILABLE

CAMBRIDGE

ELT

New from Cambridge Teacher Training and Development

Series Editors: Ruth Gairns and Marion Williams



Training Foreign Language Teachers

A reflective approach

Michael Wallace

Training Foreign Language Teachers explores ways in which a reflective approach can be applied to many areas of the teacher education programme, including:

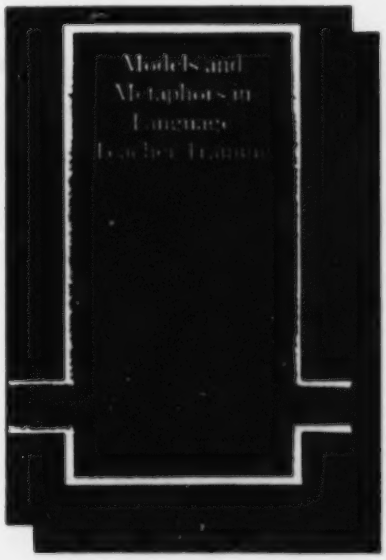
- classroom observation
- microteaching
- design and assessment of teacher education programmes.

The book contains many suggestions for practical work and discussion, and numerous applications to actual situations.

Models and Metaphors in Language Teacher Training

Loop input and other strategies

Tessa Woodward



This practical and informative book is about the process of training language teachers.

Part One is innovative, interactive and practical, with suggestions for immediate use in training. Part Two discusses process and training variables from a reflective perspective before dealing with practical aspects of trainer creativity.

For further information, please contact:
ELT Marketing, Cambridge University Press,
The Edinburgh Building, Shaftesbury Road,
Cambridge, CB2 2RU, UK.
TELEPHONE (0223) 325846/7

CAMBRIDGE UNIVERSITY PRESS

BEST COPY AVAILABLE

MACMILLAN ELT

Keep in touch with the fastest growing ELT list: developed for the 1990s!

1992

NEW

READING MATERIAL

CHILDREN'S COURSES

SECONDARY COURSES

EXAM PRACTICE

VOCABULARY BUILDING

ADVANCED CONVERSATION MATERIAL

METHODOLOGY

APPLIED LINGUISTICS

PLUS

The *new* MET magazine for teachers.

1993

NEW

The same level of innovative publishing!

Write for a catalogue/MET subscription form to:

Pauline Munday, Macmillan ELT, Houndmills, Basingstoke RG21 2XS

Tel: 0256 29242 Fax: 0256 819210

THE TEACHER TRAINER

VOLUME SIX NUMBER TWO SUMMER 1992

Published three times a year
EDITOR: Tessa Woodward

EDITORIAL 3

The administrator's role in action research
R.E. Lenzuen and V.R. de A Couto 4

Subscriptions Information 5

Another flipping training aid
Ian McGrath 7

The use of foreign languages in training teachers of English
Martin Parrott 8

Psychodrama, human relations training and language training
Bernard Dufeu 10

TRAINER BACKGROUND
Information on the Centre for Information on Language Teaching (CILT) 10

PROCESS OPTIONS: IDEA 19
Metaplan
Nick Shaw 13

TRAINING AROUND THE WORLD - SPAIN
The role of the English language assistant and the teacher's centre
D. Casas, G. Gibson & M.L. Martinez De Rituerto 15

Fishbowl
Mario Rinvolucri 18

Action logging: Letting the students in on teacher reflection processes
Tim Murphey 20

SESSION PLAN
Erroroleplay
Rosie Tanner 23

Teacher training games series:
Game 7 Language Dominoes
Sara Walker 26

BOOK REVIEW
Seth Lindstromberg 30

AUTHOR'S CORNER
Aleksandra Golebiowska 31

PUBLICATIONS RECEIVED 32

PUBLISHED BY: Pilgrims Language Courses, 8 Vernon Place, Canterbury, Kent CT1 3HG., England
Tel: (0227) 762111 from within UK.

PRINTED: The University of Kent Printing Unit, Canterbury, Kent, England.

For all enquiries concerning subscriptions, advertising and contributions, please contact the Editor.

Views expressed in the articles are not necessarily those of the Editor, or of Pilgrims Language Courses.

EDITORIAL

ABOUT THIS ISSUE

The Teacher Trainer has some regular series in its pages. Not all these series appear in each issue. This time the following themes reappear:

Process options This series helps trainers not so much with the content of their sessions but with a variety of ways of conducting them. Nick Shaw shares an idea here called "Metaplan" which is designed to reduce the impact of strong individuals in a group and to enhance democracy.

Training around the world The country we visit this time is Spain. Members of a teachers' centre outline the role that a British language assistant plays in local teacher education.

Session plan The idea of this series is to print in good detail the steps of sessions that have worked well for a particular trainer. Rosie Tanner offers us a role play useful in a session on error correction.

Book review Seth Lindstromberg gives us a frank and friendly review of Hector Hammerly's book "Fluency and Accuracy".

Author's corner The space in this regular column is for writers to explain why or how they wrote a particular book or how they feel about it now it's published.

Trainer background is designed to keep trainers abreast of developments and to fill in any empty gaps in our knowledge. A short piece this time on the Centre for Information on Language Teaching. But check out the Publications Received page too as some of the Centre's books are included in it.

As well as the regular series that show up from time to time, each issue of The Teacher Trainer blends well-known names and newcomers, thought pieces and practical ideas, writers from North, South, East and West. With this blend in mind .....

Rosa Lenzuen and V.R. de A Couto - voices from Brazil, help administrators and managers of schools to organise practical support for action research projects.

Ian McGrath helps us to travel light (but effectively) with a visual aids idea.

Martin Parrott discusses some problems in using the traditional "foreign language lesson" on training courses. He also details some measures to help circumvent the problems.

Bernard Dufeu, well-known for his work in psychodrama, stresses the importance of recognising that when we teach and train we transmit our own ways of communicating.

Mario Rinvolucri, a regular contributor, gives us some flexible adaptations of the fishbowl principle. And Tim Murphey, writing from Japan, argues the importance of allowing student reflections in our talk of "reflective teaching".

Sara Walker offers us another teacher training game. This time one that is designed to work on teacher language awareness.

So ... a full issue this time. I really hope you enjoy it!

Tessa Woodward
Editor

ABOUT "THE TEACHER TRAINER"

"The Teacher Trainer" is a journal especially for those interested in modern language teacher training. Whether you are a teacher who tends to be asked questions by others in a staffroom, or a Director of Studies with a room of your own, whether you are a course tutor on an exam course, or an inspector going out to schools, this journal is for you. Our aims are to provide a forum for ideas, information and news, to put trainers in touch with each other and to give those involved in teacher training a feeling of how trainers in other fields operate as well as building up a pool of experience within modern language teacher training.

The journal comes out three times a year and makes use of a variety of formats e.g. article, letter, comment, quotation, cartoon, interview, spoof, haiku ideas. If the idea is good, we'll print it whatever voice you choose to express it in.

THE ADMINISTRATOR'S ROLE IN ACTION RESEARCH

By Rosa E Lenzuen and Vera Regina de A Couto

Introduction

The Cultura Inglesa-Rio (SBCI-Rio) is a non-profit making organization with sixteen branches and about 300 teachers. It offers English Language courses to nearly 30,000 students. In addition to these courses, it also offers an extensive and varied cultural programme to the community at large.

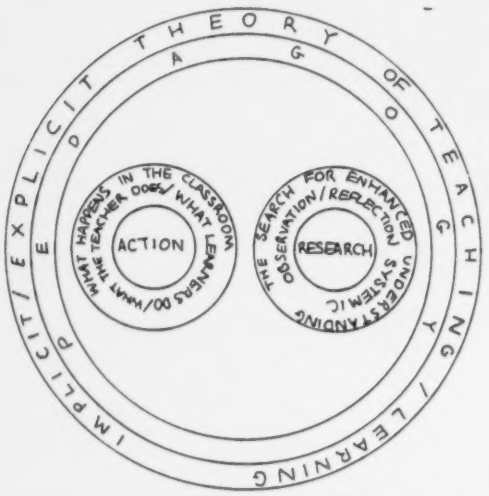
In the past few years, encouraging an increase in teacher-initiated development has been our main concern at SBCI. With this in mind we have set up a project which has as its main aim the arousal in teachers a desire to investigate their own puzzles - an action research project.

Such a project involves not only raising teachers' awareness of their own implicit theories of teaching and learning but also creating an atmosphere of cooperation and a sense of joint ownership of the project. No feeling of obligation or urgency should be felt by any of the parties involved, since this would no doubt defeat the objective of the project. An action research project also involves setting up adequate support systems in order to make the investigation of teachers' puzzles possible. Before moving on to the support needs that have to be met by an institution wanting to promote action research, however, it may be wise to focus for a moment on the notion of action research itself in order to throw some light on the framework within which our project has taken shape.

Action Research

The term "research" may sound intimidating at first, conjuring up images of questionnaires dependent and independent variables and statistical analyses of various kinds. What is central to the notion, however, is systematic observation and reflection on what has been observed, in order to improve one's understanding of the focus of observation. Thus, a research perspective can be integrated into pedagogy. Teaching can be driven by the desire to understand classroom language learning. This in turn can contribute insights which, interacting with theory-driven research, will enhance our general understanding of the teaching - learning process. What we are referring to is therefore not rigorous research which is separate from teaching but systematic observation of and reflection on what happens in the classroom. As the term "action research" indicates - the focus of observation, that which we strive to understand better, is on what the teacher does, what the learners do, the teaching and learning opportunities that arise during a lesson, the reasons why some opportunities are taken up while others aren't, etc.

The figure below shows the essence of action research as we perceive it.


IMPLICIT THEORY OF TEACHING / LEARNING
WHAT HAPPENS IN THE CLASSROOM WHEN TEACHER DOES/ WHAT LEARNERS DO/WHAT LEARNING OPPORTUNITIES ARISE
ACTION
THE SEARCH FOR ENHANCED UNDERSTANDING OBSERVATION/REFLECTION SYSTEMIC
RESEARCH

It is not of the essence to be rigorous in terms of research methods. It's more important to make sure that this research perspective is an integral part of pedagogy, rather than something added to it (and dissociated from it).

A final consideration concerns the "starting point" of action research: when a teacher takes up a project, she's setting out to explore an aspect of the teaching-learning process that puzzles her from some reason (not necessarily - as D. Allwright points out -because it is a problem). Naturally,she'll be starting her investigation from where she is in terms of her theory of teaching and learning (whether explicit or implicit). This in turn will to some extent determine what kind of research method or instruments she will choose to use.

Setting up our action research project

After two and a half years, and especially after Prof. Dick Allwright's two-month stay with the Cultura Inglesa, we feel we have been very successful indeed with our action research project. The joint efforts made by the academic body of the institution and classroom teachers are beginning to show encouraging results.

After the first stages of awareness raising (during which the focus was on what it meant to engage in action research and on the systematization of the observation and reflection that were already taking place), we now find that between 30 and 40% of our teachers are carrying out projects. What's more, many projects are carried out in teams, which means collaboration is enhanced and ideas and insights shared on a regular basis. As more

and more teachers involve their students in their projects as collaborators rather than subjects (by asking them to keep diaries or help in questionnaire design and analysis, for example), learners' views are being incorporated more systematically into the picture emerging from observation thus contributing information about classroom language learning from their - very important - perspective.

The question now is: how can we make our support systems more effective in order to meet the needs of the growing number of teachers wanting to explore the issues they are interested in?

Support needs

The needs of teachers who take up action research are varied. Some are of an affective or cognitive nature. Some involve more practical issues such as easy access to materials and administrative support, without which it would not be possible to draw up and implement their plans.

Affective needs

These include the need for an atmosphere that promotes autonomy and self-confidence. Respect for the teacher's puzzles and the ways in which s/he has chosen to explore them are crucial. There would be little point in suggesting, for the sake of research rigour, methods or perspectives for which the teacher is not yet ready, for example. What can be of value is to listen to what s/he has to say and to ask for clarification or make comments in order to help the teacher articulate her/his own thoughts while showing due respect for them. This does not mean unconditional agreement but rather the recognition that it is the teacher's puzzles and decisions that are being discussed and that it is ultimat -ely up to them to manage their explorations.

It is also important to note that - while senior members of staff should be available to discuss action research projects with teachers - they are by no means the only human resources around. A forum for communication between teachers doing action research or thinking of doing it can go a long way towards creeating a "research sub-culture" in which they can give each support and encouragement as well as share their insights. More senior members of staff ought to see themselves and be seen as members, not leaders, of this group.

Cognitive needs

The same forum mentioned above will go a long way towards meeting the teachers' cognitive needs through the exchange of ideas it makes possible. The expertise of more senior members of staff can be made good use of in this sense, through their suggesting readings where appropriate, and research methods that can be useful tools for investigation. Suggestions will come rather as a response to expressed needs or preferences, but senior staff members have to be attentive to the opportunities arising

▶▶▶

Subscriptions Information

Please support "The Teacher Trainer"! It's the only publication existing solely as a forum for the modern language teacher trainer.

The cost for three issues a year is:-

Individuals	£15.00	including postage
Organisations	£20.00	including postage.

Payment is now possible via Visa and Mastercard.

The journal is for a specialist audience and so circulation figures will be considerably lower than for more general teaching magazines. The costs of producing a journal do not, however, sink appreciably just because the circulation is small. We have, therefore, settled on the figure above .....

UK Subscribers please send your cheques, made payable to "Pilgrims", to the Editor.

Subscribers outside the UK please ask any bank that has dealings abroad, to send to the Editor, a sterling bank draft drawn on a UK bank. The draft should be made out to Pilgrims and sent to the Editor - 8 Vernon Place, Canterbury, Kent CT1 3HG.

We would ask all subscribers please to fill out the following form and send it along with their cheque (UK) or bank draft (outside UK).

NAME .....

ADDRESS .....

.....

.....

OCCUPATION .....

I would like to:-

(a) subscribe to "The Teacher Trainer" my cheque/bank draft is enclosed.
(b) contribute an article about .....

.....

.....

for suggestions!"

At SBCI we have made every effort to meet the teacher-researchers' cognitive needs by making senior members of staff available to them through meetings both at headquarters and at branches, and office hours during which they can come to discuss their projects. Meetings at branches are also called regularly and action research is always a point on the agenda. It is important to note that teachers are paid to attend these branch meetings. This makes another important resource-time available to them. There is also a regular action research slot in our annual pre-term Seminar. For this slot we have organized an Action Research poster session, a colloquium and a Special Interest Group. Books and articles are also promptly made available to teachers through our technical library.

Practical needs

The support systems we've been discussing include a more practical set of concerns. It is necessary for materials of all sorts, equipment, literature and facilities such as photocopying to be available and easily accessible to teachers. If administrative personnel are needed to help organize an extra activity, or to type a questionnaire, to get an article photocopied, it is encouraging for teachers to know that they will be as helpful as possible. Thus administrative responsibilities of this kind need to be clearly allocated and time allowed for them.

At SBCI we're now in the process of evaluating our support systems in order to refine them. We want to make it even easier for teachers to communicate with each other and with other members of staff. As more and more teachers get involved in the project, more efforts need to be made to make all the resources (including human ones) available to them. Institutional support is crucial. It's an opera -tion that needs to be carefully thought out and constantly evaluated and improved. But the results -joint professional development and mutual support - are well worth the efforts made.

SHORT READING LIST

Allwright, R. - 1988 - Observation in the Language Classroom, Longman.

Allwright, R. & Bailey K. - 1991 - Focus on the Language Classroom, CUP.

Candlin, C. - 1986 - What is Action Research in Schools - In Journal of Curriculum Studies 10:4.

Cohen, L. & Manion, L. 1989 - Research Methods in Education - Routledge.

Hopkins, D. - 1985 - A Teacher's Guide to Classroom Research - Open University Press.

Hustler, D., Cassidy, T. & Cuff, T. (eds) - 1986 - Action Research in Classrooms and Schools - Allen & Unwin.

Nunan, D. - 1989 - Understanding Language Classrooms - Prentice Hall.

Nunan, D. - 1990 - Action Research in the Language Classroom - In Richards, J. & Nunan, D. (eds) - Second Language Teacher Education - Cambridge Language Teaching Library - CUP.

Tarone, E. & Yule, G. - 1989 - Focus on the Language Learner - Oxford University Press.

WOULD YOU LIKE TO SEND SOMETHING IN TO "THE TEACHER TRAINER"?

"The Teacher Trainer" is designed to be a forum for trainers, teachers and trainees all over the world. If you'd like to send in a letter, a comment, a cartoon, a taped conversation or an article sharing information, ideas or opinions we'll be very happy to receive it. It's easier for us if the written pieces are typed up with double spacing and 46 characters a line. The style should be simple and readable and the normal length of articles is about 1000 to 2000 words. We can serialise if necessary but this will delay publication considerably!

! NEWS !

Third International Jerusalem Conference TEFL-TESOL

Date: July 11-14, 1993

Place: Hebrew University of Jerusalem

Organized by: ETAI (English Teachers' Association of Israel)

Conference Convenors: Dovra Ben-Meir, Evy Ezra

Details from: ETAI, POB 7663, Jerusalem, Israel 91076.

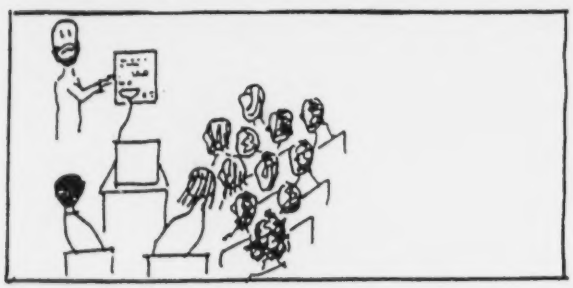
ANOTHER FLIPPING TRAINING AID

By Ian McGrath
Institute of Language Studies, University of Edinburgh

The travelling trainer in trouble

As a travelling trainer ("Have OHP transparencies, will travel") I have sometimes run into practical difficulties on overseas trips. Perhaps you can also identify with this little scenario ...

The OHP (requested, promised) has not materialised/is broken/is locked in a cupboard and someone has thrown away the key or ...



there isn't a screen or suitable wall on which to project/the lead is so short that your projected image is too small to be seen by the majority of the participants/ the plug doesn't fit the socket or ... there isn't enough electricity to power the machine (with thanks to Jimmie Hill)/the power supply is variable - now you have an image, now you don't/there's a power cut/the bulb blows and there isn't a replacement one/the base plate shatters while you're using it (yes, this really happened to me!).

Fortunately, there is a good old-fashioned blackboard; unfortunately, the chalk makes little visible impression on the rutted surface of the board and has a disconcerting habit of disintegrating on contact in anticipation of such an unequal struggle.

What this article is not about

Necessity being the mother of invention, we find ways of coping with these little trials. This article is not about the techniques we come up with, which could probably fill an issue of **The Teacher Trainer**. Nor is it about the more basic question of the role of visual presentation in training, though that is a topic well worth discussing.

What this article is about

It was in Colombia that I discovered the value of the flipchart. I had had earlier encounters with flipcharts in meetings and at one point had even made my own *1 for working with large pictures. But it was in Colombia where I was running week-long seminars for trainers and ran into some of the difficulties listed above *2 that I became more fully aware of the flipchart's potential as a low-cost, high-convenience aid.

Features common to the OHP and flipchart

1. **A portable 'blackboard':** flipchart sheets, like OHP transparencies, can be used to present previously prepared input/stimulus materials (notes, questions, diagrams, etc.), thus saving class time.

2. **Effective presentation:** prior preparation allows for consideration of how material can be most effectively presented: e.g. layout use of colour to link or highlight ideas or simply add visual appeal; presentation can also be controlled, by masking sections with pieces of blank paper and Blue-tack or by using a new sheet for the next phase.

3. **Dynamic quality:** sheets can be partially prepared and subsequently added to by the trainer or participants.

These three points I was already aware of: the next two crystallised in the course of the first Colombian seminar.

Possible advantages over the OHP and blackboard

4. **'Permanent' record:** at the end of a day's work, there is a map showing the ground covered. This can be consulted either by participants who were absent from a particular session or by the trainer. It is also possible to go back - to review, extend, make connections - a feature that can be particularly useful in a summary session at the end of a short course. OHP transparencies can be used in these ways, of course, but rather less conveniently.

5. **Everyone's property:** the flipchart and its individual sheets, belong to everyone: participants may be asked to present their ideas using the flipchart or add their points to those already made by the trainer; individual sheets may be used to record the results of groupwork and displayed around the room for a time. Again, the OHP or blackboard can be used in similar ways; the differences, such as they are, lie in convenience, permanence and ownership (a concept that, for me, originated in a Silent Way week-end).

▶▶▶

While I was in Colombia, I was asked to give a talk at the local British Council office on 'The Good Language Learner', a topic not directly related to the theme of the seminar I was running. Two of the seminar participants came along to the talk, during which I used a flipchart. At the end of the talk, I was delighted when they came up to me and asked if they might have the three or four flipchart sheets which recorded my ideas and those of my audience. I'd like to think that the reason for this request was not because they had omitted to take notes but because they saw some possible use for the sheets in their own training sessions.

Final thoughts

I realise that the flipchart has certain disadvantages when compared to an OHP, particularly in relation to portability and storage of transparencies/flipchart sheets, but also in terms of the amount of material that can be presented on a single sheet and the size of image. I realise also that the use of paper for flipcharts might be regarded as wasteful (one can try to economise by using the reverse side of the sheets, but some pens will show through). A glib answer to this would be that transparencies and the oil-based pens for use on them also deplete the world's resources; my own answer would be that this is yet one more point to take into account when selecting training procedures.

Most solutions to the worst-case scenario sketched at the beginning of this article are likely to be a compromise. For me, however, the use of the flipchart as a complement to the OHP or blackboard has become a positive choice. Try it.

"Have OHP transparencies, have flipchart sheets (or can find them on the spot), will travel."

*1 See Clissold, B. 1978. The paperboard (or home-made flipchart). In Moorwood, H. (ed.) 1978. Selections from MET. London. Longman: 79-80

*2 Colombia is not significantly different from some of the other places in which I've done talks and short courses. Indeed, some of the resources one comes to expect in privileged environments were available; the problem was that they couldn't be relied upon to be present/functioning or they couldn't be used conveniently/efficiently.

THE USE OF FOREIGN LANGUAGES IN TRAINING TEACHERS OF ENGLISH

by Martin Parrott

There is a long history of the use of foreign language lessons in teacher training. From courses of initial training to courses leading to a Master's degree, both in Britain and abroad, foreign language lessons are used to give course participants the experience of being language learners (again). The aim is usually to increase their awareness of what it feels like to be in that position. The lessons are also used to give course participants the experience of learning within a particular methodology and to demonstrate particular teaching techniques and approaches.

Some problems

Problem 1: The use of English itself

With groups of non-native speaking teachers of English or potential teachers, English itself is often used as the medium of demonstration. Course participants invariably find this experience useful. However, they also frequently point out that what is appropriate to them as very advanced learners of English may not be appropriate in their own teaching circumstances. And even where the tutor may, in fact, believe that this is not the case, there is no easy way of overcoming this objection.

Problem 2: The beginners' lesson

With groups of native English speaking teachers or potential teachers, the medium used is very often a foreign language in which most of the course participants are complete beginners. Although this experience has value for the course participants, there is also the very real problem that any lesson with beginners is very different from lessons with classes at even very slightly higher levels. It is very easy to misrepresent a method by demonstrating it in this way. The learners are abnormally dependent on the teacher - the difficulty of their initiating any communication in the foreign language places them in an unnaturally passive position, while the teacher is in danger of assuming an unnaturally god-like role. There is likely to be unusually heavy emphasis on input, and the content of the lesson itself is likely to be determined to a great extent by what is teachable without recourse to a common language.

Some measures worth trying: intermediate lessons

Measure 1: experiencing 'methods'

In any group of native English speaking teachers or potential teachers there will normally be some general knowledge of French, and many teacher training groups contain one or more

speakers whose ability is sufficient for him or her to 'teach' to others. I have used 'mixed ability intermediate' French as a medium for allowing groups of native speaking English teachers to experience learning by both Community Language Learning and The Silent Way (see ref.1). In both cases their experience is radically different from that of beginners. In the former case the 'knower' becomes not a source of translation equivalents, but someone against whom participants can check the accuracy of what they have already formulated in French. In the latter case, participants are spared the frustration of trying to remember the unfamiliar sounds and sound patterns of the new language. They already have an internal representation of the phonological systems, and they use the silence and the listening to refine this. They use their opportunities to practise the language to approximate their performance to their own mental model of the sounds. In my experience they acquire a much fairer understanding of what the method involves than they do as beginners, and they get less tired and are more likely to experience and recognise the congruence between the practice and the theoretical bases of the method.

Measure 2: oral fluency

I have also used foreign languages for demonstrating to native English speaking teachers a range of activities designed to promote oral fluency. The tasks are those intended for foreign learners of English (where they involve written instructions these are in English) and are carried out in small groups with a common foreign language. In a group of fifteen or twenty, there will normally be a number of people who speak Spanish, Italian and German, as well as those who speak French. The activities rotate so that each group has experience of using several of them. The course participants usually find that they learn a lot about the students' experience of using activities such as these.

Measure 3: Loop Input

All readers of 'The Teacher Trainer' will probably be familiar with 'Loop Input' (see ref.2). If you can find a speaker of French to make a short tape on the topic of listening comprehension or to translate a written text on the topic of reading, this lends a substantial extra degree of authenticity to the experience. Even if some of the group are able only to listen to or to read a version in English, they, too, can benefit from the use of the foreign language. Those who have read the text in French can report back to the others on the experiential aspect of their learning.

Measure 4: raising awareness of personal approaches to learning

A useful additional advantage of using a foreign language is that the teachers observe their own and each others' learning strategies, which in itself can give rise to useful reflection and discussion. This discussion may arise spontaneously from the activity, but the tutor may also provoke and structure this by giving the course participants questions to discuss in groups after the lesson. The questions asked will depend on the nature and aims of the lesson, but the following provides some examples of questions I have found productive:

- Describe how you felt when you partially understood the meaning of a word but were not altogether sure about it. Did you want anything from the teacher or from the other students?
- Describe how you felt when you were unsure about the pronunciation of a word. Did you want anything from the teacher or from the other students?
- Describe how you felt when you were unsure about the spelling of a word. Did you want anything from the teacher or from the other students?
- What was your reaction to listening to a tape of which you were able to understand only a small part? Did you want anything from the teacher or from the other students?
- Compare your reaction to repeating something that the teacher was teaching and formulating and expressing something you really wanted to say.
- What was going on in your mind when other students were speaking?

Measure 5: using a third language

It is not only with native speaking teachers of English that these measures can be used. Many non-native speaking teachers of English also have an 'intermediate' knowledge of a foreign language. They may have studied a second foreign language at university (so, for example, Italian or Spanish teachers of English often have an intermediate knowledge of French. Eastern European and older Chinese teachers may know some Russian). And in many parts of the world, almost everyone has some knowledge of a second language used by a local community (in Central South America Spanish -speaking teachers may have some familiarity with one of the indigenous Indian languages; Malay teachers may have some familiarity with one of the Chinese dialects; very many Africans have access to several local languages as well as, possibly, one of the 'colonial' languages). Depending on the kinds of activity the language is used for, it is not always necessary for the tutor himself or herself to know the language which is used, although it is obviously preferable that he or she does know it.

In working with monolingual groups of non-native English speaking teachers, the third language is a resource which can often be tapped in the ways outlined above. And even with multilingual groups of teachers, it is well worthwhile finding out about the competence of the different individuals in second foreign languages. The group can sometimes subdivide according to their common knowledge of other foreign languages, in which case

there may also be a group who become 'observers', and are able to focus on what is happening in the lessons from a more detached point of view.

References

1 Richards, J.C. and Rodgers, T.S. Approaches and Methods in Language Teaching (C.U.P.) (see chapters 7 and 8 for descriptions and discussion of these approaches)

2 Woodward, T. Loop-Input (Pilgrims Publications) and also Models and Metaphors in EFL Teacher Training (C.U.P.)

TRAINER BACKGROUND

The Centre for Information on Language Teaching (CILT)

One of the main objectives of CILT is to support the work of teachers and other professionals directly concerned with language teaching and learning. The way the centre does this is by conferences, publications, in-service training (in Britain), visitor and enquiry services and library facilities. In case any readers find themselves in London at some point, for business or pleasure, you might like to visit the centre in its home in Regent's Park.

CILT carries teaching materials for French, German, Spanish, Italian and Russian. You can browse amongst the reference collections there, pick up some free information sheets and look at the Pathfinder books. The books are all inexpensive, short and designed to develop aspects of good teaching practice. Each book is written by a practising expert and covers one specific topic of interest such as "Languages home and away" (enhancing home-to-home exchange visits), "On target" (teaching in the target language). "Yes, but will they behave?" (managing the interactive classroom) and "what do you mean ... it's wrong?" (a discussion of errors and mistakes).

CILT was established in 1966 as an independent charitable trust. It's in Regent's College, Inner Circle, Regent's Park, London NW1 - 4NS. Telephone 071-486-8221. When you or your friends are next in London, why not hop on the tube to Baker Street, between 10.30 - 5.00pm, and squeeze in a visit on your way to Keltic, Dillons or The British Council!

(SEE PUBLICATIONS RECEIVED PAGE 32)

PSYCHODRAMA, HUMAN RELATIONS TRAINING AND LANGUAGE TEACHING

By Bernard Dufeu

The four training areas

The training of language teachers, in my view, consists of four areas:

- knowledge of the target language and culture
- methodology and approach
- procedures
- human relations.

We need to make a clear distinction between what is personal and what is professional without forgetting that the professional side does sometimes make up for things in personal life. There is thus a strong overlap between the two, in all areas, as I hope to show below.

First area: Knowledge of the target language and its culture:

Contact with the foreign language brings us into contact with what is foreign and strange. It has us face the unknown, the new, and this can arouse fear or curiosity in us, feelings that we may unconsciously transmit to our learners. So the foreign language contributes to a meeting or a confron-tation with what is "other". It offers us different ways of thinking and perceiving the world and we offer these ways to our participants.

Type of teaching that emphasises the first area

Classical Teaching of Latin and Greek focussed primarily on transmitting knowledge about the language and the culture. This, therefore was the main area in teacher training. A good teacher was a person with plenty of knowledge about the language s/he taught and about its cultural background. Elements of this attitude are still with us in our present day teaching.

Second area: Methodology and approach:

This second area deals with our ideas about learning, the choice of objectives and content, the setting up of grading criteria, the problem of learning strategies .....

Our methodological choices are influenced by our conception of life, of human beings and their evolution and of learning. It is because of these influences that we are drawn to a particular methodological approach, or alternatively, distance ourselves from it.

Type of teaching that emphasises the second area

What I call **"Pragmatic teaching"** that is, teaching with language use in mind, (for example the direct method, the audio-visual methods, or methods that have come from the work of the Council of Europe) has thought hard about the methodological training of language teachers. A good teacher is one who knows a lot about grammatical or lexical progression .....

Third area: Procedures:

Here we are talking about practical procedures that we use in the classroom. Our personal action style will often lead us to sympathise with one practical approach rather than another. In this area our choices are guided by our know-how. Also, the choice of techniques that we think of as good or bad for our learners is often governed by how much we like the techniques or are nervous of them ourselves. This is one reason why teachers in training sometimes say, "... but this would never work with my students." The "students" serve as an alibi for the teachers' own insecurity in the face of something new.

Type of teaching that emphasises the third area

The **"communicative" movement** has been particularly productive in the creation or adaptation of techniques that lead learners to express themselves. However, the techniques need to be properly integrated into the teachers' way of working, their ideas about learning and the way they relate to their participants.

Fourth area: Human Relations:

It seems to me vital that as teachers we should be aware of our way of being and acting and our strategies for communicating with and relating to others. We should also be aware of our tendency to project, to engage in transfer and counter-transfer, of our desires, expectations, needs, fears, of the elements that underlie our professional choices, of our deep objectives both conscious and unconscious. Sensitivity to how a group functions emotionally is also useful in this area. I am not talking here about abstract knowledge of human behaviour but, more directly, of an awareness and a development of our own way of being.

The four areas mentioned above are interconnected and mutually complement each other, so it is not a question here of emphasising the development of one area to the detriment of the others, but of stressing the fact that the fourth area, which up to now has often been neglected, forms the bedrock of our action and our pedagogical impact.

Reasons for working on human relations sensiti-sation with language teachers

In our profession we are continually relating to each other and the way we relate, especially when teaching languages, affects the participants' learning style. It contributes to the development or blocking of the students' communicative capacity (particularly their receptivity and their ability to express themselves) and so will increase or reduce their confidence in themselves.

- We are not simply teaching a language, we are conveying more than knowledge and content. **We are transmitting our own ways of communicating.**

A pedagogical act goes beyond a simple act of teaching. In teaching we are either involved in widening the participants' autonomy, or the opposite. (When we set up structures of subordination, or infantilisation). Treating teaching purely technically sometimes leads us to ignore the importance of our impact on the students.

- Since language, by its very nature, is an essential instrument of expression and communication for the individual, it plays a major part in our physical, emotional and intellectual development. We cannot behave as if, when teaching a language, we are simply transmitting a knowledge object, since we are dealing directly or symbolically with an essential tool in the development of the human being and also dealing through it.

> "... it's important for the teacher to realise how she is communicating."

- In any discipline the relationship between the teacher and the subject matter is, no doubt, important but in language teaching this is a particularly sensitive area.

Our own way of being often influences the learners' relationship with the language that we teach. "I don't like English" sometimes means that a student once had a fraught relationship with a teacher of English.

The more pedagogy focusses on the participant, the more we should focus on ourselves and on the way we relate to the participant. First, what is happening in me? Am I disturbing the participants' autonomy, for instance, through some desire of my own for control? In any teaching but particularly in teaching which takes serious account of the communicative side of things it is vital that the teacher should be aware of how she herself communicates.

Practical illustration

In psychodrama, rather than talking about the problems that come up in a group session, you **enact them.** This allows you to grasp them better by re-living them. "Group warm-ups" build up relationships between the participants and/or bring to the surface personal or professional situations which have really happened or which could happen in future. These are then enacted by the participants. There follow three examples, taken from professional situations, illustrating my approach.

▶▶▶

PSYCHODRAMA, HUMAN RELATIONS TRAINING AND LANGUAGE TEACHING cont'd

Marion* has come to a psychodrama weekend for teachers. It's the second day of the workshop and she comes up with something that happened to her the previous week and which she remembered while doing a group warm-up. She and a colleague run an alternative kindergarten and last week a mother told her she is going to withdraw her daughter, Carola, from the kindergarten. When Marion enacts the situation we see her almost begging the mother not to take Carola out of the nursery, because she thinks that Carola will be very badly affected. Gradually it becomes clear that Marion's identification with Carola is very strong. In the psychodrama that ensues, it's Marion's own story that comes into view: her mother died suddenly when she was five years old and she wasn't allowed to go to the funeral - she was felt to be too little. What's more, immediately after the funeral her grandmother took her to live with her in another town. This meant that she was withdrawn from the kindergarten without being able to say goodbye to the other children. This double brutal separation affected her deeply. Marion now plays out a fictional dialogue with one of her friends in nursery school to whom she says goodbye before going.

(Another psychodrama led her, later, to take leave of her mother.)

She has lived in her own life the two separations presented in the psychodrama as brutal acts. For neither of them was she allowed any symbolic response such as attendance at a funeral or a normal leave-taking. This leaves her unable to really assimilate and come to terms with them. In the session she begins to mourn which may, perhaps, help her to accept more easily other departures from her groups and in her life. At the same time she is starting to perceive the shape of certain fears linked to any separation and to overcome them. The psychodramatic enactment here has a repairing effect and also helps her to structure reality better.

Julia* has come on a personal development week. It is the third day of the workshop and she enacts a scene from her work situation: a woman colleague is invading her space more and more - first she takes Julia's desk and then puts more and more things on the second desk Julia has moved to. Julia sees her space shrinking and shrinking and feels worse and worse about it. But she puts up with it without reacting. This is linked in part to a lack of pleasure in her professional work. Her own resigned attitude suddenly reminds her of identical attitudes in both her father and grandfather. Neither of them ever said "no" but just fatalistically accepted what came their way. Now she goes back to the scene with her colleague and this time asserts her territorial rights. But it's not just her space that she is defining, she is also beginning to define herself in terms of her needs and wants.

George* plays out a scene in which he approaches his boss all smiling, but then begins to remonstrate with him. His boss reacts negatively and mainly because he feels he has been misled by the friendly look on George's face when he first came into his office.

George re-enacts the scene, trying this time to express himself in accordance with his feelings. Instead of accusing his boss with "you" (**You** did this, **you** said that...), George speaks in the first person and uses "I". (I felt ... and I got the impression that...). The accusing "You" led the boss into a defensive-aggressive posture. The feeling "I" allows George to begin the dialogue in an alternative way and to train in another way of communicating.

Comment

What are the effects of this kind of work on the protagonists? It is difficult to say accurately as the work has a direct effect on the participant as well as a wider effect transposable to other situations. Perhaps Marion can now distance herself from a tendency to fuse with her participants. Perhaps she will be able to let them develop their autonomy more freely. Julia can perhaps be more decisive when she disagrees with a participant or when she feels invaded by her students and so may be able to define her territory more clearly. She also learns to listen more directly to her own needs and wishes and to dare to express them. George may come to express himself in ways that fit him better and that allow him to be "grasped" better by the participants, colleagues or friends that he meets.

But the most important thing for all three of them it seems to me, and for the other participants at these workshops, is the sensitisation that takes place to forms of communication and to relations that the participants have with themselves, their students, their colleagues and those around them. It is not only work in role as protagonist that leads them to a new awareness of themselves and others, but equally well, witnessing other protagonists and taking part in the group warm-up exercises which punctuate the meetings. Psychodrama helps develop awareness of your own behaviour and sometimes of the reasons why other people's behaviour strikes positive or negative chords in you.

For readers interested in training which integrates the four areas outlined above..

..Each year I lead a five day psychodrama workshop which focusses on human relations sensitisation. This takes place in the last week of August at Pilgrims in Canterbury, England. The working language is English.

* The names quoted in this article have been changed to preserve the participants' anonymity.

Reprinted with kind permission of TESOL France News. Translated by Mario Rinvolucri.

Process Options Idea:19

METAPLAN By Nick Shaw

I would like to start by acknowledging my indebtedness to Colin Granger, who introduced me to the concept of "metaplanning" by means of a full-scale demonstration of its possibilities for classroom use at the APIGA (Asociacion de Profesores de Ingles de Galicia) Conference held in Santiago de Compostela (Spain) in April 1989. Since he had adapted it from its original use as a technique for overcoming hierarchical barriers in decision-making processes in business and industry, I make no apology for also using it in teacher-training situations. Its versatility allows it to function as an effective tool for achieving full participation from all members of a group. It is equally at home in a "top-down" teacher-training session given by a trainer as in a "bottom-up" teacher development group session amongst peers.

The essence of METAPLAN is that it strengthens the role of the group at the expense of the ego of the individual members. At the same time it enables the individual to contribute free from the threat of having his or her opinions and/or experiences derided, ridiculed or shouted down by other members of the group. It can be used in groups of from 10 to 40 members from age 10 upwards, and for any kind of topic or problem that calls for open discussion, whether or not it leads to a final decision. The only materials you need are sheets of paper, pens (preferably the Jumbo Marker sort), sellotape or Blu-tak and a reasonably large, clear, vertical surface (a wall, blackboard or similar).

INTRODUCTION

A METAPLAN session starts with the group leader introducing the theme or topic of the session. For the purposes of this article, I will use that of "classroom observation", since it reflects what went on in a session organised last year in this school. The participants were my colleagues who would shortly have to be observed teaching as part of our in-service training programme. This was understandably a very thorny topic for them, since we had never done any direct observation before, and for some teachers the last time they had been observed was during teaching practice which had taken place up to fourteen years previously.

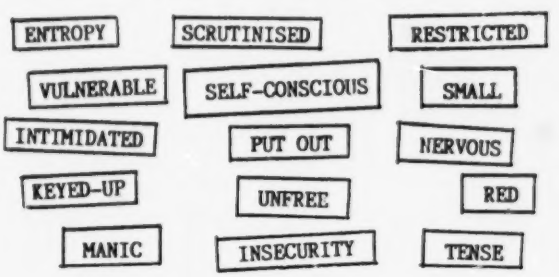
The aim was to encourage people to speak freely about their experiences, and then to carry on from there to look at different ways in which observation could be carried out. Eventu-ally we wanted to arrive at a conclusion as to the best way of minimising the negative effects on teacher and class, while maximising the degree of positive help the teacher could gain from being observed. To this end, everybody was asked to think back to the times when they had been observed teaching, and to try to recall as accurately as possible the feelings they associated with the experience at the time.

KEY WORD

The next step is for ALL members of the group to write down a key word they associate with the topic. This must be done in large, legible characters, preferably in block capitals. (In cases where the participants are well-known to each other, it helps to have a non-participant available who will transcribe the key words. This increases the anonymity of individual contributions). The sheets of paper are then pooled or collected in. At this point the participants should be expressly told that each individual surrenders ownership of his or her word to the group, and is forbidden to lay further claim to it.

STICKING UP

When the key words have been pooled, a volunteer or volunteers (helper/s) stick all the sheets of paper up on the area of free space so that everybody can see them. The words are stuck up in random order, with no attempt at classification, and the helpers ensure that they can all be seen and are legible. In our case, the result was:



MAKING SPACE

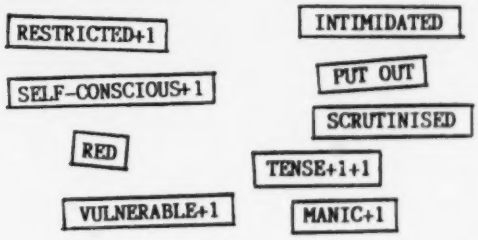
Now the group has to ask the helpers to take as many of the pieces of paper down off the wall as possible. This is done by asking the helpers to remove those words which are either actually repeated or are considered to be synonyms or equivalents of another word. (In our case, although there were no words that were actually the same, the group decided that the following words were synonyms or equivalents:

UNFREE=RESTRICTED
INSECURITY=VULNERABLE
SMALL=SELF-CONSCIOUS
KEYED-UP & NERVOUS=TENSE
ENTROPY=MANIC).

Whenever a word is "removed", it is essential that a record of its existence is maintained. This is done by writing "+1" (or "+2" if 2

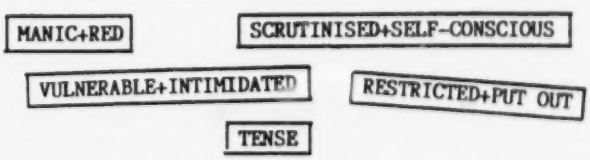
▶▶▶

words have been removed) near the word that is retained. In this way nobody's word disappears, and all individual contributions are respected. The group, not the helpers, decide which of the pieces of paper remain and has the other word(s) added to it. At the end of this stage, our wall looked like this:



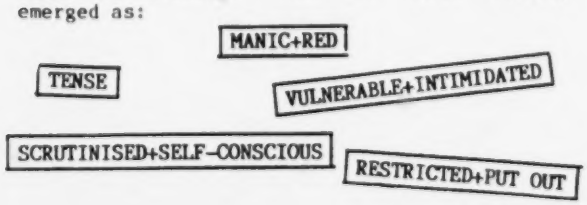
PUTTING TOGETHER

Once the total number of words has been reduced to a minimum, the group has to pair words together. This is done on the basis of a perceived relationship between the two words which is acceptable to the majority of the group. This relationship may be objective and semantic, subjective and associative, or indeed based on any grounds whatsoever. The proposer of any prospective "marriage" between two words has to explain the reasons to the rest of the group, and if they are not accepted then the matching does not take place. If the group or an individual member puts a different interpretation on a word to the one which its writer initially intended, then this must be accepted. Nobody can say "But that's not what it means!" since this would immediately destroy the anonymity and common ownership vital to the process. When the group does decide on an acceptable pairing, the helpers then have to put the two words together on the wall. After some discussion, we were left with:



GROUPING

Once the maximum number of pairs has been achieved (and it may happen that you have more than one word which you have been unable to pair), then the words are grouped together on the basis of their belonging to areas or field of meaning. Thus our words finally emerged as:



USING THE WORD-GROUPS

There are now several options open to the participants such as labelling the word-groups, weighting them according to their relative importance or value, discussing the reasons why the words have been thus grouped and so allowing for a possible change of mind and the consequent formation of new word-groups. In our case, bearing in mind the aims stated at the beginning of the session, we decided which of the above word-groups would best characterise our feelings if we were to be observed teaching that afternoon. We then found colleagues who had chosen a different word-group to our own, and in small groups discussed why we would feel that way. By now everybody had a thorough knowledge of and respect for everybody else's opinion, and so in the ensuing discussion there was a very high level of participation. A great many positive recommendations were put forward which did in fact make the introduction of regular classroom observation a much smoother process than it might otherwise have been. (In fact, many of these ideas were also noted by Bill Johnston in his article in The Teacher Trainer, Vol.5 No.2).

Subsequent workshops have used METAPLAN as a technique for focussing on and clarification of ideas on a variety of topics, such as teaching mixed-ability classes, teaching true beginners and the student-centred classroom.

As a preliminary activity in a workshop designed to produce specific classroom activities or techniques it can take between 10 and 15 minutes, but when used to generate a full-blown discussion such as the one described in this article it can take up to 90 minutes.

WARNING

Given the nature of METAPLAN, it should be clear that any attempt at domination of the decision-making process by a "dictator" figure will spoil the activity, as will the breaking of the "anonymity" rule. If a member of the group appears to be dominating the proceedings and steamrollering his or her opinions through, he or she should be reminded (as gently as possible) that this is contrary to the spirit of the exercise.

WHO READS "THE TEACHER TRAINER"

Here is a sample list of subscribers:

The British Council, Spring Gardens, London.
Instituto Anglo - Mexicano, Mexico City.
The School of Education, Leeds.
Davies's School of English, London.
The English Language Teaching Office, Khartoum.
The Language Centre, Muscat, Oman.
Institut fur Deutsche Sprache, Freiburg.
The Library, St. Clare's, Oxford.
Lecturers in Aston University and Lanzhou University.
Trainers in Ouagadougou, Ljubljana, Sarawak, Goiania-Goias and Al-Jubail.
Bookshops, Holland, Belgium.
The Director General, Bell Educational Trust.

THE ROLE OF THE ENGLISH LANGUAGE ASSISTANT AND THE TEACHER'S CENTRE IN TEACHING TEACHERS

Teachers of foreign languages are continuously obliged to keep their knowledge and skills up to date since their subject is constantly changing and evolving. This updating process involves extra work, to which time and sometimes money, must be dedicated. In Spain, the Ministry of Education and Science tries to aid this updating process during the academic year by offering courses in the "Escuela Oficial de Idiomas" (EIO)[1] and Teacher Centres (CEPs) and in July by offering courses abroad and in the CEPs. Unfortunately, the number of places available is often outstripped by an ever increasing demand.

Teacher Centres (CEPs) seem to be the basic means of in-service training for the current teaching staff. Once the local teachers' deficiencies, necessities and interests have been defined, the CEPs should have adequate resources to allow them to make a satisfactory response to the demand presented.

In Valladolid, a large number of teachers regularly attended conversation classes with a native-speaking English Language Assistant, appointed to us by the MEC, for the year 1989-90. By forming several groups it has been possible to satisfy different interests, as some teachers were concerned with improving their linguistic ability, others wished to find out about the social, political and cultural changes in the UK, whilst many other teachers were interested in learning about materials, activities and techniques that could be used in the classroom.

At the beginning of the year, whilst the various groups of teachers were being formed, we spent two weeks working with the assistant. We believe that much of the later success of the course was based on the "tutoring" the assistant received at that time. We took the time to explain to this new and inexperienced "teacher of teachers" what his job would involve, what his pupils would be like, what level of English language they would have and what their interests would be. Since the basic objective of his task was to promote conversation and motivate the teachers to exchange ideas, thus improving their oral fluency, the assistant was shown various methods of achieving this goal (working in pairs, small groups and large groups). At the same time, the activities for the first month were prepared in detail.

In this way, when the assistant faced a group of teachers for the first time, he knew what to do and had plenty of material, giving him a sense of confidence. After two or three classes he felt calm, relaxed and prepared for the rest of the course. From then on, he gradually began to work on his own, using "authentic" material (video, magazines, newspapers, advertisements...).

After the initial period of adaptation and getting to know the teachers and the resources available for use in classroom, we met the assistant on a weekly basis to analyze and direct his work, as well as to suggest ideas and materials to improve his work and cover the demands presented by the teachers.

Throughout the year and particularly as the course drew to a close, the teachers expressed satisfaction with the work carried out, emphasizing how beneficial and productive the sessions with the conversation assistant had been.

As tutors we consider that the assistant is a basic human resource for language teachers through whom they can keep their knowledge of language, customs and events up-to-date. At the same time, an assistant improves contact and communication between teachers, promoting a rich exchange of ideas.

Looking to the future, we believe it is appropriate that education authorities do everything possible to ensure that CEPs have this human resource which can so effectively aid the in-service training of teachers.

<u>The English Assistant:</u>

<u>A personal view</u>

I am the assistant mentioned above! When I received information about my placement for the "year abroad" of my degree course, I was a little disconcerted to find that I had been assigned to the "Centro de Profesores" in Valladolid for nobody, in Britain, including the staff of my university Spanish department, seemed able to tell me what a "Centro de Profesores" was.

In fact, it was not until the (otherwise inadequate) induction course, organized by the Ministry of Education in Madrid, that I found the following description of the aims of CEPs taken from the Royal Decree 21 12/84, 14 November 1984: "Teacher Centres are the preferred medium for in-service teacher training and the fostering of professionalism..."

I was intrigued, if not a little bemused, by the idea of "teaching teachers" and somewhat incredulous of the idea that teachers would come to the CEP, on a voluntary basis, in the evenings, after a day at work, to improve their English! Initially, I was a little worried about how the teachers (my pupils) would react to me; after all they were all older than me, all qualified, experienced teachers: Would I appear condescending? Would they be insulted by me correcting their English, "their subject"? I was also somewhat

▶▶▶

(1) EOI: state run language schools

THE ROLE OF THE ENGLISH LANGUAGE ASSISTANT AND THE TEACHER'S CENTRE IN TEACHING TEACHERS cont'd

uncertain as to what role I, a student with absolutely no teaching experience, could possibly play in "the in-service teacher training and the fostering of professionalism". I decided that before starting, it was necessary to slightly alter my attitude to my work: I was not there to "teach" but to "help"; I would not be giving "lessons", but rather holding "meetings" or "sessions", since the former, in both these cases, implies someone of superior knowledge and experience imparting it to those who do not have it. This is not what work in a CEP requires; the further training of teachers implies mutual effort towards a common improvement of all those involved.

In the year 1989-90, the CEP in Valladolid offered an English "course" on two levels; I was involved in Level II the level for those teachers actually teaching English, with a good command of English usage in conversational listening and reading contexts. There were four separate groups, each one meeting for one and a half hours per week. The groups started off being a little too big but after the first month the average group size was eight, ideal for discussion and conversation activities.

My spare timetabled hours were taken up by regular weekly meetings with the two English tutors at the CEP. The first of these meetings was used to introduce me to the facilities and resources available to me within the CEP: a well-stocked library; audio-visual equipment and material; photocopying equipment; and, of course, the advice and support of other members of staff. There was enough time for several of these meetings before the English "course" started, which meant that the tutors were able to help me greatly in preparing the first few sessions. They advised me on ways of introducing myself (using photos of my home and family, and maps and tourist information about my home town) and supplied me with excellent activities for the first few weeks. They suggested ways of presenting discussion activities and encouraging people to talk (pair-work and sub-division of the group etc...) Most importantly, they told me how groups had worked in the past and explained exactly what was expected of me. These meetings were invaluable for increasing my confidence before I actually started working in the "sessions". It was very reassuring to feel that I was not alone, but was working in a team and could always rely on the support of the two tutors. As the year advanced, the weekly meetings were used to discuss feedback on the "sessions" and ways of meeting the demands of the teachers, to suggest "follow-up" activities and to look for new and stimulating material.

After introducing myself to the groups the first thing I did was ask the teachers what they wanted to do in the sessions. Had they been to an English course at the CEP before? Was it good? How could it be improved? What did they expect to gain from the CEP? I wanted to make it very clear, from the beginning, that I was at their service and that the sessions could be moulded around their needs and wishes. Of course, their responses were varied: one evening, somebody would say that video material was stimulating and informative, the next, someone else would sigh, "Oh! I don't want to sit watching a video all evening ...!"

If the role of an English Assistant, in a school, is "to help pupils gain necessary communication skills", then the role of an English Assistant, in a CEP, is to help teachers retain necessary communication skills. Other than that, in either a school or a CEP, an English Assistant is a "point of cultural contact", a person who can give up-to-date information about life in Britain.

Taking those two "roles" into account, it became obvious that I had to offer two different types of activity: (1) Activities to encourage conversation or provoke discussion and (2) activities purely to transmit information about British life, culture and current affairs. To these, I added a third type of activity (3) those which could be used in the teachers' own classrooms.

Of course, these three categories often overlapped, particularly when, over the weeks, the atmosphere in the sessions became a lot more relaxed and people felt able to talk openly and express their opinions.

I felt unable, however, to carry out one type of exercise requested i.e. to present a basic activity, then explain how it can adapted for use in various classroom situations. This sort of exercise can only be presented by an experienced teacher and not by a language assistant.

For the first category of activities, those to provoke discussion and conversation, I originally believed that newspaper articles would make suitable material. I soon found, nevertheless, that reading an article could be very informative but would not necessarily stimulate conversation. I then started using variations of some of the popular role-plays and games, which I had initially been reluctant to use, for fear of insulting the teachers by presenting activities which could appear somewhat juvenile. It was, however, these very activities which were, I believed, the most successful. After a day at work, teachers could relax, talking about a subject in which they were not emotionally involved.

BEST COPY AVAILABLE

Newspaper and magazine articles were the main materials used for the second activity, dealing with British culture the way of life and current affairs; it is up to the assistant to make as much use as possible of any one article: from the point of view of language, an article can be used to practise reading aloud and to expand knowledge of vocabulary and idioms. The language assistant should be prepared to explore semantic groups, explain usages and structures, offer alternatives or comparisons and introduce as many English idioms, sayings and proverbs as possible. From the point of view of culture or current affairs, the assistant should be able to discuss the topic in question: Is the subject of the article true of Britain in general, or just of one part of the country or society? Is the point of view expressed generally held? What other points of view are there? Although a language assistant should be wary of constantly "talking at" the group, it is also worth bearing in mind that it is when someone starts talking freely about a subject of interest that they use language in the most natural, fluent way; it is exactly this use of language that the teachers want to hear and imitate.

As for the third type of activity, material for use in the teachers' own classroom, this was often a case of the teachers themselves adapting the material from the first two types of activity, to suit their own needs. However, I also presented some short discussion activities, such as "which qualities, in order of importance, are needed by a good teacher" or "put the following inventions in chronological order and say which one has had the most positive effect". The teachers tried these activities in the CEP to see if they could be of any use in their own classrooms.

Of course, the "sessions" should not be too strictly organized and the language assistant should be prepared to let conversation and discussion develop in a natural way. Very often my "sessions" simply became an informal chat (in English, of course) about subjects of interest to the teachers: the standing of teaching as a profession in Spain and Britain; the problems of teaching; methods of teaching English; the Education Reform, and so on.

How did the teachers react to the English sessions at the CEP? I think that one of the most important considerations that has to be taken into account is that teachers are devoting one and a half hours of their free time, on a regular basis. They are also coming to the CEP after a day's work and will very often be tired and therefore perhaps a little difficult to motivate. One teacher, laughing, made a comment which I think is worth bearing in mind: "We sit in front of classrooms full of noisy and naughty pupils all day long. When we come to the CEP, we have our chance to be noisy and naughty!!"

The teachers who attended the "course" have had ample opportunity to practise their English, to expand their vocabulary, to keep up to date on life in Britain and to gain useful ideas from one another's experiences. What has impressed me most, over the year, is the incredible sense of camaraderie that exists amongst teachers. This camaraderie, promoted by the activities in the CEP, can only serve to increase team-work amongst teachers, which, surely, makes them more able to offer a better service, that is a better standard of education, to their own pupils.

Finally, what has been my experience of the English "course"? What role does a language assistant play in achieving the aims of a CEP? Firstly, I believe that, in a CEP, a language assistant does not act as an "assist-ant" in the traditional sense. In a school, a language assistant's role is to help a teacher to give language classes to the pupils; however, in a CEP, the assistant acts as an assistant to all the teachers who attend the "sessions".

A teacher's view

The main reason why I applied for the Language improvement course that the CEP offered to us, was that I really believe that the only way a teacher can possibly keep "rejuvenating" his or her knowledge of a language and culture, is by having the opportunity to talk to a "native" on a regular basis.

I was fully aware of the potential that the course held, and we all made the effort to attend after our working day at school.

The best way to update English language skills is by visiting English speaking countries or talking to native speakers and there are few opportunities for us to do this. Through the course offered at the CEP, the "English speaking countries" come to us, at least once a week in the form of a native speaker of English, and it's something we can do on our way home from work.

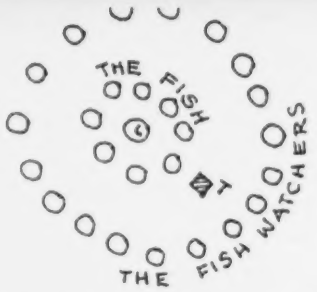
Furthermore, being "noisy and naughty" represents another important function of the course, a relaxing reversal of roles and a chance to exchange notes with other colleagues. After many years in our profession we have almost forgotten what it is like to be a student. In our conversation lessons we were given an opportunity to experience classroom life, once again, from a student's point of view. Therefore the lessons not only helped our English language communication skills they also improved communication between us and our students.

You're always told you're only young once but at the end of each lesson we felt that we had both regained and updated our knowledge from our former student years and perhaps recovered some of the spirit we had once, when we were students ourselves.

Domitilo Casas
Gregory Gibson
Ma Luisa Martinez De Rituerto
Centro de Profesores I
Valladolid, Spain

FISHBOWL

by Mario Rinvolucri



Caleb Gattegno, the inventor of Silent Way, produced, in the late seventies, a seventy hour Silent Way video course in which a group of beginners learns English on the small screen. On these remarkable cassettes you see:

- the whole learning group
- the head of an individual student trying to get something right
- the teacher's hand or pointer
- a mixture of the above elements using split screen or oval insets for the heads of individual students.

Gattegno proposed that the learning group should watch a half hour session of learning on the video and then complete the lesson by actively practising what the screen group had learnt. They would have a flesh-and-blood teacher in the room to help them.

The extraordinary thing that happens when you watch a learning process on the screen is that you yourself often get sucked in. You find that you identify with one or other of the learners and you follow their process with attention and involvement. When that person loses concentration, so do you - when they come alive, so do you.

Another extraordinary fact is that quite often the people in the watching group understand things faster than the learning group on the screen. The spectators are in a state of relaxation and they are shielded from the teacher's attention, love, annoyance, pressure, demands. They are not being required to produce anything so they bubble with productive thoughts.

In making his seventy hour English course Dr. Gattegno has offered a brilliant model for all educational television programmes.

The principle could be summarised thus:

Don't show accomplished models on the screen (in the case of language programmes don't show native speakers with suave acting skills).

Show real learners grappling with the new subject, concepts, skills. Show the thrill, uncertainty, struggle. (Such programmes are both accessible and compelling viewing).

Uses of the fishbowl principle in language classes

The same fish-bowl principle that Gattegno used in his video teaching can be used in a language class. All you need is an inner group working on something and an outer group group observing, thinking, learning, benefiting. The rest of the class sit on chairs forming an outer circle.

Tell the outer people to be quiet, their turn will come. Say a time and ask someone in the inner circle to show it on the clock. If she does it wrong don't correct it yourself, let someone else in the inner circle help. After some practice like this have the inner fish exchange places with the outer watchers and continue the revision process.

Intermediate Discussion

Have everybody in one big seated circle. If the discussion topic is, say, family life ask all the first-borns to form an inner circle on the floor and ask each-other what it feels like to be the first one in the family. The outer circle listen.

Ask the first-borns to return to the outer circle and have a new inner circle formed of middle-born people. Give them four minutes to describe what their situation was/is like.

Repeat the process with the last born students. (Only-children are normally fairly rare and can be included with first-born).

Now ask the students to form groups of four or five with at least one person from each birth order group to continue the discussion.

The use of fish-bowling allows people to listen and think before they have to speak. It also divides the class group into psychologically powerful sub-sets which the fish-bowling format makes spatially clear.

Beginners' Conversation Class

Half the group sit in the inner circle on the floor round an audio-recorder. The rest of the class sit on chairs in the outer circle.

When a person in the inner circle wants to say something to another member of the inner group, she says it to the person and simultaneously records it on the recorder. If she can't say it in English she calls the teacher over and says it in mother tongue. The teacher says the English translation into her ear. She then says the sentence in English to its addressee and into the audio-recorder.

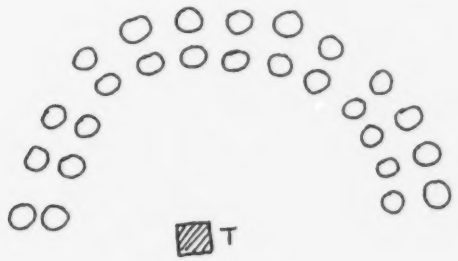
In this way the inner group produce a 5-10 minute conversation in the target language.

They change places with the outer group and the latter now try to exactly reproduce the conversation they have just witnessed. This is also recorded.

The above procedure is an adaptation of Charles Curran's Community language learning and is a useful way of getting students to really listen to each other. I learnt this development of CLL from Vincent Broderick, Osaka.

Shadow Dictation

Have people sit in two concentric semi-circles:



The people in the outer semi-circle are the writers. The people in the inner semi-circle are the listeners. During the dictation the task of the writers is to take the words down - the task of the listeners is simply to listen.

When you dictate, maintain eye-contact with the inner circle people. Dictate to them. Encourage students to consult/help their partners in the outer circle as much as they can. Pause in the dictation long enough to make this possible.

At the end of the dictation the listeners should check their partner's text. (Pair your students carefully at the start of this exercise. It often works better to have louder students writing and the quieter students listen-ing and helping.)

The fish bowl principle in teacher training

On some teacher training courses the fish bowl technique is almost being used already. In teaching practice, it is often the case that one or more trainees will teach a group of learners while other trainees sit at the back and watch. These trainees often 'swap-in',and so on as a teacher with the lesson, hopefully consolidating on what the first practice teachers have found out about the students and learning from the work the first teachers have done.

The principle could be used in input sessions too. Techniques could be demonstrated or input shared by an inner ring of trainees. Later, the outer ring could swap in and see how much they could recall and try out. Feedback on teaching sessions would be another interest-ing time for the fish bowl principle. An inner ring of people who had taught, could discuss their lesson with the tutor/observer whilst other trainees watch and listen to the feedback. Later the outer ring could swap in and repeat, as closely as possible, the main comments, discussion and reactions of the first group. This accurate and faithful "role play" could be astounding to those who had first been in the inner ring.

"Work is wonderful - I love watching it."

This sentence is a joke within a fierce, work-ethic focussed culture but it accurately captures a major intuition about learning: one needs to see it happening in others, to hear it, to sniff it, to freely hover over it before actively committing oneself to practising. This is the central intuition in Stephen Krashen's work and no amount of linguists niggling about him being sloppy as an academic is going to make the intuition evaporate. You see the self-same process at work when a mother is helping a five-year old to read and the 3½ year old picks up the same skill with half the trouble. No one is focussing - forcing him to do it. It just happens because he independently wants to emulate the five year old.

Maybe we can modify the above sentence a bit:

Learning is wonderful - watching it is doing it.

Bio-data

After work in Chile and Greece, Mario Rinvolucri joined Pilgrims in 1976 and currently works there as a teacher, trainer and writer. He is consultant to the Pilgrims-Longman list (1990) and his two most recent books are Dictation with Paul Davis, Cambridge University Press 1988 and The Q Book with John Morgan, Longman, 1988.

JOURNAL EXCHANGES

"The Teacher Trainer" has arranged journal exchanges with

IATEFL Newsletter	(UK)
English Language Teaching Journal	(UK)
Cross Currents	(Japan)
English Teachers' Journal	(Israel)
Modern English Teacher	(UK)
RELC Journal	(Singapore)
The Portuguese Newsletter	(Portugal)
Forum	(USA)
Practical English Teaching	(UK)
Focus on English	(India)
TESOL Newsletter	(USA)

and is abstracted by 'Language Teaching', The British Education Index, the ERIC clearing house and Contents Pages in Education.

Action Logging

LETTING THE STUDENTS IN ON TEACHER REFLECTION PROCESSESS

By Tim Murphey
Nanzan University, Nagoya, Japan

Richards (The Teacher Trainer 5,3,1991) describes many valuable alternatives for stimulating reflective teaching. I would like to suggest one more, student action logging (AL), in which students simply write down briefly what happens in class and what they think and feel about the activities. Teachers then collect these logs periodically to see how students reacted to the different teaching segments. Logs are traces, as other methods are, of what happens in classes. But they are traces of what each individual student is thinking about what goes on. They allow teachers to grasp what the perceptions of students are and avoid being trapped in a narrow feedback loop of their own, or their profession's criteria. They allow teachers to see what may have caused problems for the consumers of their teaching, and what may have been wonderful but undervalued initially by the teacher. And they do make one think.

Many times when I've tried new activities or approaches I can see students' classroom reactions somewhat, but I am still in the dark as to what they really think. However, the last two years, since using AL, I can actually read student comments every few weeks. Several times I have tried things that I thought I would never try again because of what I saw as a ho-hum reaction from the students, only to have my mind changed by their enthusiastic reactions in their logs. (See box on this page). These students' reflections are not objective, nor are they informed by linguistic theory and EFL methodology. But they do allow me to become more aware of indivi-dual student beliefs and reactions to what we are doing. And they make me immensely reflective.

Video and audio allow the teacher to review the lesson and are certainly valuable for evaluating delivery, teacher talk, and other things that we know are crucial in good teaching. But they ultimately still rely on the point of view of teachers monitoring them, not the students. And finally, who cares if you look good on video and to colleagues if you look bad in the students eyes. Something crucial is lacking in this case. Your feedback and reflection loop is too small.

Written accounts done by the teacher or observers can also lead us to quality reflection, but are also within the confines of our perceptions and criteria. Reading student logs allows us to understand what students think is important, things we may have to deal with before they accept what we think of as important.

"I telephoned T and asked her four questions. (a page later) ... After I telephoned and talked with her, J. telephoned me (next page).. I want to do this homework again. I enjoyed this homework very much this time."

"Every time I call a classmate, I feel satisfied that I can make myself understood for a minute by only language."

"We kept speaking about one and a half hours. At first, for about an hour, we talked in English!"

"At first, I didn't like the homework which is 'call the person below you on the list', because I didn't know my classmates well and I felt shy to telephone someone I didn't know well. Now, however, I like it and I think it is interesting homework."

Telephone lists **homework**

One of the first days of class, I pass around a list with their names and ask them to write their phone numbers beside their names. I then copy the lists and give each person one with the instructions to call someone if they ever miss a class and need to know what to prepare for the next class and what we did. I also give them homework right away to call the person below their name (the last person calls the first) and to ask "How do you like class so far?" plus two more questions (for them to think up), and then to write about their telephone conversations in their logs.

So everyone will call someone and be called by someone, and talk about more or less the same things and then they will write about it. Here again is the recycling of language and information so that learning may have a chance to go the depth it needs to stay. In class a few days later, I may have them read each other's log entry about the telephoning or to tell a partner about their phone calls. Thus, the information is recycled once or twice again. So far I've done it about four times in two months ("Call the 2nd person below you ... 3rd person ... etc.). Each time I have them ask a question or two that I want some feedback on ("Do you like the textbook? Are you going abroad? etc.") plus a few that they have to make up.

MORE ADVANTAGES TO STUDENT LOGS

Logs have a few further advantages. First of all, they make students themselves reflective about the course, their learning, and learning to learn. As the course proceeds, and students get more feedback from the teacher in their action logs they can become more valuable observers and collaborators in the negotiation of what goes on in the classroom. AL teachers show they adapt to their comments.

Secondly, having to write an account of what happens in class and a reaction to it makes students more attentive to what's going on, rather than simply passively existing in class. When they write their entries, they are reviewing what was covered and what they think was learned, thus deepening the learning process. They are recycling the content one more time and increasing their retention by again focusing on what happened in class. When students read one another's log, they are reading about something they all have in common, the class, and they can gain new perceptions of class activities. When they disagree and have widely different perceptions, there is the possibility of sociocognitive conflict (Bell, Grossen, & Perret-Clermont 1985). Sociocognitive conflict simply refers to a destabilizing of accepted beliefs and perceptions and the opportunity of trying on someone else's way of thinking for a moment (something teachers can do also when they read student logs).

If we also use student perceptions as the basis for making tests (Murphey 1990), we strengthen the rapport and amount of learning immensely. And finally, because the log entries are short and only about the class and the assignments the teacher gives, they make for interesting reading for the teacher. They are about shared experiences but with unique perspectives.

REFLECTIVE TEACHING AND ACTION RESEARCH

A major tenet of action research is the inclusion of the students' perceptions and input in the action research cycle. A loop in which we reflect upon our work using only our, or our profession's, criteria is like General Motors continuing to make big American cars throughout the 1970's while consumers were buying elsewhere. It's like reflecting in the mirror, asking "Who's the fairest in the land?" but with our fingers in our ears so we can't hear the response. Hopefully teachers don't have to ask the government to bail them out before they begin listening to their students.

Yes, let's reflect upon what we are doing in all the ways we can. But let's include student reflection data for our reflection. And in the process we will help them and us much more. And if we can get trainees to work with AL, we are giving them a generative tool to continue their own teacher development and reflection long after they have left us. Each class is a quality control group, a research group which can develop its own best ways to learn through interactive reflection.

Allwright, R. 1984. "Why don't learners learn what teachers teach? - the interaction hypothesis" in Language Learning in formal and informal contexts. Proceedings of a joint seminar of the Irish and British Associations for Applied Linguistics 11-13 September (pp3-18)

Bell, N; Grossen, M; and Perret-Clermont, AN (1985). Sociocognitive conflict and intellectual growth, in M. Berkowitz (ed.), Peer Conflict and Psychological Growth. New Directions for Child Development, no.29. San Francisco: Jossey Bass.

Murphey, T. (1990). Student-made tests, Modern English Teacher 17 (1&2) 28-29.

N.B. A longer article concerning Action Logging and entitled "Why don't teachers learn what learners learn?", with actual action research examples and student excerpts, has been accepted by the **English Teaching Forum (USIA)** and should be out shortly.

Comment

The article by Mario Rinvolucri in The Teacher Trainer vol.1 no.2 entitled "Why Do People Attend In-Service Training Courses" is not only thought-provoking but in my case it turned out to be action-provoking. My former experience as a trainee on such courses and my present involvement in in-service teacher training have provided me with observations which would have remained non-verbalised had it not been for Mario Rinvolucri's suggestion to exchange views in this area.

So each time I got a group of trainees I usually left some time in the final weeks of their 4-month course for a workshop devoted to general problems of motivation. It was only natural then to discuss the reasons that bring people to a course.

So why do people go on such courses?

Among the reasons I came across most often are the following:

- To improve (update, refresh) my command of English.

- To expand our knowledge of teaching methods and skills, to learn about new strategies. One trainee with 10 years of experience wrote: "To get rid of clichés".

- To work in libraries. "It's a real pleasure with plenty of time on your hands, a good choice of books and a clearly defined objective".

- One of the attractions is the big city itself. Taking into account the vastness of Russia it is not surprising that people whose home is eight time-zones away enjoy the opportunity to come and stay in Leningrad or Moscow for 4 months with their salaries fully paid. As a trainee put it: "Besides, I came here to see famous museums and art galleries and to give my son a chance to attend a Leningrad school".

- To get rid of the daily routine at home.

- Just because once in five years every teacher is expected to go through in-service training of some kind.

- To improve one's CV, the underlying reasons and motivations may be different. For some it is an ambition, for others it is the fear of losing their jobs.

- To escape from tensions and responsibilities. To experience anew the feeling of being young, instructed and guided.

- To enlarge and enrich social links. Establi-shing friendly and professional contact is considered an important asset of such courses.

- To do some research, to work on a thesis.

- To make best use of this time and hopefully to improve one's life in personal dimension.

The comparative analysis shows that on the whole the roots of motivation are very similar in two different countries and cultures.

Valeria Shadrova
Leningrad Institute of Electrical Engineering

Session Plan

ERROROLEPLAY

By Rosie Tanner
Teacher Training College University of Warsaw

Role-play had never really been a part of my teaching repertoire, nor, when I became a teacher trainer, of my training repertoire. Although I had used role-play successfully when I taught secondary school children, I had always considered it quite childish and false and felt rather nervous about handing over a role to someone who might freeze up and then lose their own nerve (and thus ruin my class!). But I decided it was about time to break out of my own typical teaching patterns and to try out some role-play.

While negotiating the contents of their Practical Classroom Techniques option at the beginning of the year, the Polish undergraduates on my Methodology course requested a session on error correction. I felt that one possible way of introducing them to error correction techniques would be for them to experience different oral correction strategies and to discuss the alternatives afterwards. This is the workshop I invented to try to achieve this aim, entitled "Erroroleplay". It involves giving the trainees roles as different types of teacher: each role-playing teacher has a different strategy for correcting errors, or not correcting as the case may be. Briefly the roles are as follows. One teacher ignores their group and corrects no errors; the second joins the task enthusiastically and "forgets" to correct; a third continually intervenes, immediately correcting any learner who makes a mistake; the fourth monitors the activity, writes down any errors made and gives language feedback at the end of the task.

I made the roles deliberately extreme and simplistic, since I think the role-play works better that way (i).

STEP ONE

The whole class is divided into four groups, each of which sits in one of the four corners of the classroom. Each group is allocated a role-playing teacher (for their specific roles and tasks, see the role cards below). Each "teacher" has two parallel tasks:

(i) to set up an activity which takes their group ten minutes (for example, Mr/Ms Aloof's group's task is to draw a picture that one of their peers describes to them) and

(ii) to play a role, with special reference to an error correcting strategy (for example Ms/Mr Aloof is a teacher who ignores learners totally and never corrects errors).

(i) A colleague, Krzysztof Dabrowski, suggested a variation: that I should just give the tasks to four teachers, without focussing particularly on error correction, and see what happens. This could prove interesting and might better reflect the complex nature of real classrooms.

All the tasks were done in English, because the trainees are learning to be EFL teachers and would, therefore, set up the tasks in English in their own classrooms.

Learner role:

One learner in each group is also given the role as Ms/Mr Catnap, who role-plays a learner with many problems in spoken English. Ms/Mr Catnap plays this role throughout the workshop.

ROLE CARDS

TEACHER 1: MR/MS ALOOF

Your group's task: give your group 10 minutes to complete their task.
Give one member of the group the picture attached. S/he must keep it secret and describe it to the others, who should draw it. They can ask questions for clarification, but cannot look at the picture. Stop the activity after 10 minutes, when the picture can then be revealed to them.

****

Your role is to be the teacher who does not intervene at all in the activity. After setting up your activity, and making sure all participants understand, sit at a table apart from the learners and pretend you have nothing to do with the group. Do not correct any errors.

TEACHER 2: MS/MR MEDDLE

Your group's task: give your group 10 minutes to complete their task.
Explain to them that in half an hour the earth is going to be totally destroyed. All the members of your group have secured places in a rocket which is to take off in 10 minutes' time and which contains enough food and fuel for 30 years. There are four people outside the rocket who want to take up the final place in the rocket. Your group must decide which of the following people to take: it must be a unanimous decision and you can only choose one extra person.

The four people are:

1. Meena: woman aged 27, pregnant, Pakistani, doctorate in Food Science, good cook, in good health.
2. Harry: man aged 23, nurse, American, qualified in general medical and psychiatric nursing.
3. Ola: teenage girl aged 16, Australian, very knowledgeable about science, enthusiastic about life.
4. Tim: science student aged 24, Nigerian, knowledgeable about computers and spacecraft, gregarious.

****

Your role:

You enjoy the activity so much that you join in. You forget about errors and don't correct anyone.

TEACHER 3: MR/MS BUSYBODY

Your group's task: give your group 10 minutes to complete their task. [N.B. You must only have FOUR people in this group. If you have more than 4, the others should just observe the group and you during the task.]

Your group members have a copy of four sets of pictures each, numbered 1-4. Their task is to discover which of them have the same picture. (Only two of the total number of pictures are the same.) Stop them after 10 minutes if they haven't finished.

****

Your role is to intervene as much as you can, correcting people's mistakes as they make them. Be as aggressive and bossy as you can; interrupt as many times as possible, correcting language mistakes.

TEACHER 4: MS/MR EAVESDROP

Your group's task: give your group 10 minutes to complete their task.
Your group should draw up a list of 10 pieces of advice for a new teacher about correcting spoken and written errors.

****

Your role:
You should make a note of the errors the students make as they occur. Just before the end of their task, stop them and take a few minutes to tell them about their mistakes.

LEARNER ROLE: MS/MR CATNAP

You had a really bad night and don't feel much like English today. Make lots of language mistakes as you do every activity. Make sure you do this for EVERY activity.

STEP TWO

Each teacher sets up their own task with their own group. They then monitor their activity - or not - according to their role. After about ten minutes, every group should, if the role-playing teachers have followed their instructions to complete their task within ten minutes, have finished their first task. Before starting task two, they are given a few minutes to complete the Role-Play Questionnaire (see below).

ROLE-PLAY QUESTIONNAIRE

After each task, for each of the teachers who teaches you, write down a few comments about how they taught you and the role they played. This could be about their attitude, their qualities as a teacher, their teaching or correcting techniques, etc.

Write each teacher's name in the space provided so you can identify them.

TEACHER 1
Name:

TEACHER 2
Name:

TEACHER 3
Name:

TEACHER 4
Name:

STEP THREE

The role-playing teachers now rotate, moving to the next group, setting up their new group's task and again playing the role given to them; they thus teach the same activity for a second time and play their role again, but this time to a different group. The teachers rotate after another ten minutes has elapsed, until each teacher has taught each of the four groups. Immediately after each activity, the learners are given time to complete their questionnaire for each teacher.

STEP FOUR

A plenary or group work session, where the different approaches of each role-playing teacher and the advantages and disadvantages of the various error correcting styles are discussed.

ISSUES

Some issues which were raised during our plenary discussion were:

A. LEARNERS' AND TEACHERS' FEELINGS:

How does the poor learner (Ms/Mr Catnap) feel when corrected?

How did you feel as a learner when there was no error correction (in fact, no feedback at all)?

Which error correcting style did you prefer? How did you feel when the teacher became so involved in the activity that they forgot to correct errors?

How did you feel towards the teacher who ignored you?

As a teacher, does it embarrass you to correct?

How much does correcting errors worry you as a non-native teacher?

B. **TIMING OF ERROR CORRECTION:**

Should there be any difference between error correction techniques at different stages of learning (eg. beginners compared with advanc -ed learners)?

When is the best moment to correct an error?

Are there any times when we might correct immediately a mistake is made?

When might we NOT correct an error? Which errors, and why?

C. **AMOUNT OF CORRECTION:**

How much should we correct our learners?

Any difference in amount according to level?

Any difference in amount according to task?

Should teachers allow any errors to go un-corrected? If so, which and why?

How much monitoring should there be?

D. **STYLE OF CORRECTION:**

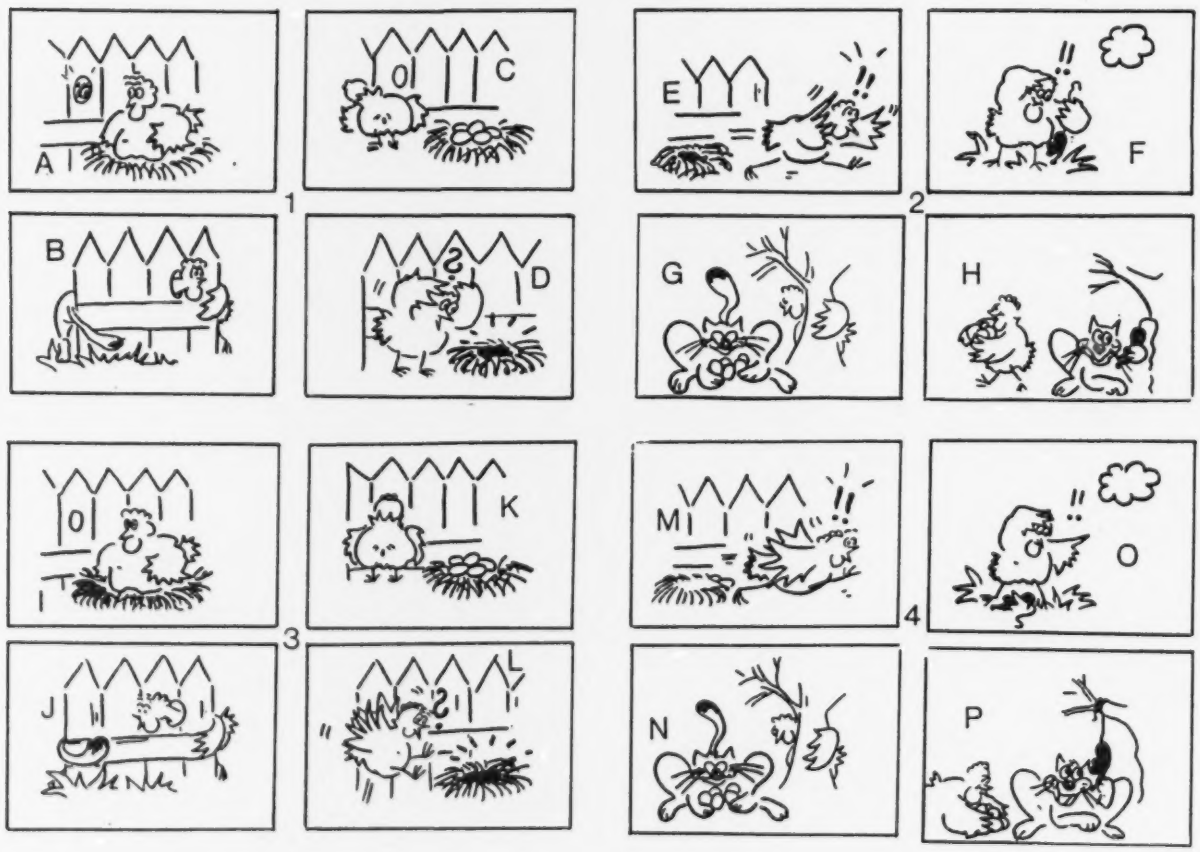
What type of error correction did you prefer?

What type of feedback is useful and appropriate (language/content)?

What strategies can we use to correct without discouraging our learners too much?

What are the advantages and problems of learn-ers correcting each other?

What are the positive and/or negative aspects of student-to-student correction?



FEEL FREE TO PHOTOCOPY AND ENLARGE THESE PICTURES IF YOU WISH TO RUN THE SAME TRAINING SESSION AS ABOVE ED.

Not all of the answers to these questions were predictable. The trainee playing Ms Busybody played her role so well that many of her peers loved her as a teacher and enjoyed her aggressive interventions! One interesting point which came out of the discussions was the way that the Mr/Ms Catnaps felt as poor learners: left out and frustrated with Mr/Ms Aloof, but attacked and inferior with Mr/Ms Busybody.

There were further spin-offs from the Erroroleplay; some questions about classroom management were also raised, since some of the teachers' instruction-giving had not been very effective. The four role-playing teachers all practised and improved their skills in the setting-up of tasks, since they had to give their instructions four times, once to each group. The group was also introduced to four tasks which were new to them as teacher trainees and which they could adapt to the level of their own learners. Furthermore, part of the plenary session also included collating the results of Ms/Mr Eavesdrop's group task: advice for a new teacher about correcting spoken and written errors.

The Erroroleplay was certainly a fun way for my trainees to learn about error correction. By experiencing different error correction styles, they could decide for themselves which error correction strategy they might choose for which type of learner.

==========

References:

Bond, T. 1986. Games for Social and Life Skills. London: Hutchinson.
Drawing used in Task 1 found on page 154.

Klippel, F. 1984. Keep Talking. Cambridge: Cambridge University Press.

Task 2 adapted from activity 93, "Rescue" and other sources.

Further readings:

Edge, J. 1989. Mistakes and Correction Longman: Harlow. A very useful background text, short and to the point, which trainees might like to read.

Acknowledgement

With grateful thanks to Magda Karkoszka for her wonderful drawings.

LANGUAGUE DOMINOES*

by Sara Walker

For a full rationale of the use of games in teacher training and development, please see 'The Teacher Trainer', Volume 4, Number 3.

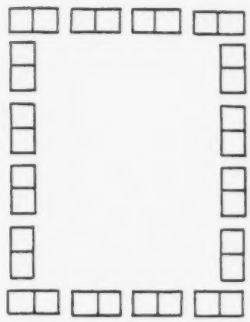
Here are 4 sets of dominoes:

1. Matching the halves of English idioms
2. Phrasal verbs with "COME"
3. Matching sentences with Functions
4. Matching verb tenses and tense names

In a monocultural teaching situation, many domino games can be made by using translation, e.g. of idioms in L1 and L2, of false cognates, or of technical terms.

Objectives

Advanced language practice and/or identifying categories (matching). The idea is more like a cooperative jigsaw puzzle than a competitive game of dominoes, because if all the dominoes are correctly placed, it should be possible to form a square, in which the last domino placed on the table matches the first one, closing the square.



Rules

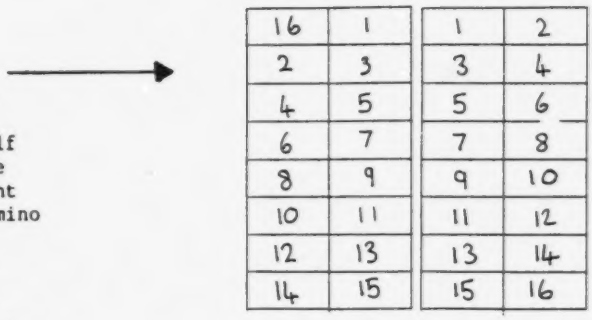
1. Form sub-groups of 2-3 players. Each sub-group should start with one domino game.
2. Share the domino cards more or less equally among the players.
3. Any player may put down the first card. The player who has a card that matches either end of the first domino continues, and so on until the square is formed.
4. If the last card doesn't match, the players must check back and find the mistake.

* Acknowledgement: I first came across language dominoes in Grammar Games by Mario Rinvolucri - a book which influenced this whole series of TT games.

5. If you are in serious doubt about the correct formation, call the trainer!

How to make domino games

1. Use a large sheet of paper or card.
2. Divide the sheet into 16 squares.
3. Write the first half of the first domino in the square marked 1 (i.e. the second square from the left), and the second half in the other square marked 1. Follow the numbering until you reach the bottom right hand square (no.16). Finish the last domino in the top left hand square.
4. If you want more than one set, photocopy your game before you cut it up. Stick the copies on card, and cut first down the centre vertical line, then across each horizontal line.
5. Give these instructions to your trainees and invite them to make their own dominoes.



SET 1 IDIOMS

is worth two in the bush.	More haste,
makes a man healthy, wealthy and wise.	One swallow
saves nine.	Never put off till tomorrow
has a silver lining.	Make hay ...
spoil the broth.	A bad workman
makes Jack a dull boy.	Don't count your chickens
make light work.	It's no use crying
without any straw.	Waste not,

less speed.	Early to bed and early to rise
doesn't make a summer.	A stitch in time
what you can do today.	Every cloud
while the sun shines.	Too many cooks
blames his tools.	All work and no play
before they're hatched.	Many hands
over spilt milk.	You can't make bricks
want not.	A bird in the hand

SET 2 PHRASAL VERBS

CAME OVER surprisingly well.	The driver is still unconscious, he
CAME OUT early next year.	The presidential candidate
CAME THROUGH.	I was terrified when the intruder
CAME DOWN with nasty colds.	When I was browsing in the library, I
CAME INTO a good deal of money.	A serious problem
CAME ABOUT through sheer carelessness.	They did an interesting experiment, but it
CAME OUT in sympathy.	She found English difficult at first, but later her work began to
CAME OVER him.	The police are still hoping that witnesses to the accident

hasn't COME ROUND yet.	His latest book will probably
CAME IN FOR a good deal of criticism during the campaign.	I had a lovely surprise when the exam results
CAME AT me with a knife.	A lot of children in our area have
CAME ACROSS a fascinating little book on animal behaviour.	When his grandfather died, he
CAME UP and no-one had any idea what to do about it.	The accident
didn't COME OFF.	When the doctors decided to strike, the nurses
COME ALONG very nicely.	He isn't usually so rude - I don't know what
COME FORWARD.	She is usually rather shy, but her performance on stage

SET 3 FUNCTIONS

Function: EXPRESSING PREFERENCE	After that, we went home.
Function: ACCEPTING AN INVITATION	Is there a bus from here to Montevideo?
Function: OFFERING (TO DO SOMETHING)	Good heavens! Did you really?
Function: APOLOGISING	Don't worry. It wasn't at all valuable.
Function: ADVISING	Be careful, this is a difficult exercise.
Function: GIVING INSTRUCTIONS	Ugh! It's awful!
Function: INQUIRING ABOUT INTENTION	Can you tell me how to get to the post office?
Function: EXPRESSING GRATITUDE	Let's go to the beach on Sunday.

Function: REPORTING/ NARRATING	I'd love to.
Function: INQUIRING ABOUT POSSIBILITY	Shall I open the door for you?
Function: EXPRESSING SURPRISE	I'm afraid I've broken your vase.
Function: GRANTING FORGIVENESS	If I were you, I'd buy a better dictionary.
Function: WARNING	Write your name in the top left hand corner.
Function: EXPRESSING DISPLEASURE	What are you going to do about the car?
Function: ASKING FOR DIRECTIONS	Thank you for having me. It's been a wonderful evening.
Function: SUGGESTING A COURSE OF ACTION	Honestly, I'd rather go to the mountains.

SET 4
TENSES

IMPERATIVE	Our plane leaves at half past six tomorrow.
PRESENT CONTINUOUS (action happening now)	He'll be leaving for England next week.
FUTURE PERFECT	She went there last week.
PRESENT PERFECT CONTINUOUS	I was just running a hot shower when the phone rang.
FIRST CONDITIONAL	I'm seeing him on Friday.
PRESENT PERFECT SIMPLE	If I knew the answer, I'd tell you.
PASSIVE VOICE, PAST SIMPLE	He'd never seen her before.
THIRD CONDITIONAL	She'd been teaching all day and she was tired.

PRESENT SIMPLE TENSE, EXPRESSING FUTURE	He's working in a bank at the moment.
FUTURE CONTINUOUS	I'll have finished work by six o'clock
PAST SIMPLE	She's been living here for several years.
PAST CONTINUOUS	If you give me your ticket, I'll get your flight changed.
PRESENT CONTINUOUS EXPRESSING FUTURE	I've never been there.
SECOND CONDITIONAL	It was made in
PAST PERFECT SIMPLE	If you'd seen the film, you would have enjoyed it.
PAST PERFECT CONTINUOUS	Come here!

NOW AVAILABLE

Perspectives on Second Language Teacher Education

This book contains a selection of the papers presented at the International Conference on Teacher Education, held at City Polytechnic of Hong Kong in April 1991.

CONTENTS

- 19 papers on TESL teacher education, by international specialists
- theory papers and case studies
- papers on teacher decision making, research, program design, innovation and change, journals, action research
- contributors include Donald Freeman, Nina Spada, Martha Pennington, David Nunan, Tony Wright, Andrew Cohen, Kathleen Bailey, and Diane Larsen-Freeman

HOW TO ORDER

Complete the order form and enclose a bank draft/cheque in US dollars or HK dollars made out to City Polytechnic of Hong Kong. The price is HK$95 or US$15. Surface mail postage is included.

To: Department of English
City Polytechnic of Hong Kong
83 Tat Chee Avenue
Kowloon
Hong Kong

Please send _____ copy/copies of ***Perspectives on Second Language Teacher Education.***

Amount enclosed: _____

Send to

Name : _____

Address : _____

_____

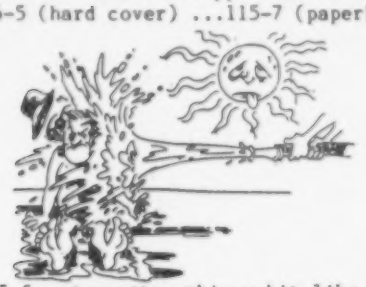
香港城市理工學院
City Polytechnic of Hong Kong

Book Review

FLUENCY AND ACCURACY: TOWARD BALANCE IN LANGUAGE TEACHING AND LEARNING

by Hector Hammerly, (1991)

Clevedon, Avon/Philadelphia: Multilingual Matters. viii + 208 pp. ISBN 1-85359-116-5 (hard cover) ...115-7 (paperback)



I found reading this a bit like getting hosed down with ice-water on a hot day. Namely, there was a shock, but after a while I almost got to like it. In fact, (proceeding with this image) rather than repeat the experience myself, I will now heartily recommend it to certain others for whom I am certain it could do no end of good.

By reading between the lines I learned that Hector Hammerly is one of those non-native speakers of English who attained bilingual proficiency through attention to accuracy at every stage of learning it. Accordingly, he is a tough customer for the wares of Stephen Krashen and others. Here, verbatim or in faith-ful paraphrase are Dr. Hammerley's opinions of a few of our most sacred cows:

— **Interlanguage and the necessity for fluency practice:**

"The second language program should aim at preventing the establishment of an interlanguage." (p.33) "Practice makes permanent ... Communicating in a second language with many errors makes the faulty rules underlying the errors permanent." (p.21)

— **Immersion programmes, The Natural Approach and Acquisition in the classroom**

Graduates of Canadian French immersion programmes "speak fluent Franglish" (p.17) "The English speaking environment will, if allowed, force the learner to use (and before long internalize) an error laden 'Survival English' which he or she may never be able to unlearn. The environmental situation is inimical to the ideal of using the second language only as it is learned." (p.155). Mother tongue interference renders it nearly impossible for teenagers and adults to acquire a new language in the unconscious way that children do, especially given that the input may well preponderately be a 'classroom pigin' used by one's fellow learners (pp.7,26). True immersion is "being surrounded by language (not a classroom pigin)". (p.51)

— **A Silent Period:**

"A period devoted to just silent listening is not recommended because there is some evidence that during such periods students engage in incorrect silent or subvocal speech ... the students repeat what they hear to themselves and reach their own conclusions about how they would say things in the second language." (p.41)

— **Integration of skills:**

Reading and writing are, by and large, bad for beginner/elementary learners. There should be no unguided creative writing even at the intermediate level. (p.143)

— **Vocabulary teaching:**

"Vocabulary remains largely to be expanded beyond [= after] the program"; the main work beyond the first 15 or so hours (which concentrates on pronunciation) right on past intermediate proficiency is learning grammar and morphology.

— **Early use of authentic texts:**

Even at intermediate level authentic texts "should be short and carefully geared to what the students know" (p.144).

— **ESP:**

"The long-term effects of learning a language for specific purposes are likely to be linguistically disastrous." (p.22)

— **The teacher as resource and facilitator:**

"The teacher must insist that the students use the second language to say anything they should know how to say". (p.112) "Students who often want to say things for which the necessary vocabulary or structures haven't been taught, should be actively discouraged .. from such unrestrained creativity for it leads to numerous faults that can't be corrected effectively." (p.113)

— **We can do it all in English:**

"For over 20 years research in English as a local language [= something like ESL] has concentrated on a monolingual approach that does not take into account the students' languages well or work with materials that redress any such lack of knowledge on their part. (passim)

The reason this book is worth reading lies in the way these and similarly unfashionable propositions are argued for on the basis of evidence and common sense. On pages 3-4, for example, I find summaries of 6 studies casting doubt on the effectiveness of the much praised Canadian immersion programmes.

The method which Dr. Hammerly himself advocates, reminds me a lot of the strict (but not unduly mechanical) audio-lingual Russian course I took in 1967. (When I had to switch to the literature stream I had the best pronunciation but felt I could understand only about one content word in ten). -- In Dr. Hammerly's method pronunciation of sounds comes first, with lots of minimal pair discrimination /production work, in fact, about 15 hours of this before anything else. Also, mother

tongue explanation/translation is the rule at the beginning, though the mother tongue is never used to say anything students should already havc learned to understand. (Dr. Hammerly is rather scornful of Direct Method inductive teaching.) Vocabulary learning does not take on speed until intermediate proficiency has been established because early lexical growth means structural stagnation.

But Dr. Hammerly does not want to be con-sidered an audiolingualist. (I learned from his book that there are quite different kinds of audiolingualism anyway.) He calls his method "The Cumulative Mastery Method". He advocates pre-courses on cultural differences and the nature of language in general. Of the language component itself, he says (with emphasis) that "from the start, what is learned should be used to produce real messages of gradually widening scope". (p.30) True, he is less than crystal clear just how this works at the level of technique, but I imagine addressing this lack could have made the book much longer. Anyway, he gives a clue in advocating a "principled eclecticsm".

Just before ending his book more resolutely Dr. Hammerly sounds this tone (189): "I realize that criticism by the foreign-born is unwelcome .. and yet ... It has been sad for me to witness, from within, how North American reality has deteriorated. I am not being nost-algic. In education .. as in much else, there has been a very real deterioration. Has North American civilization deteriorated to such an extent that excellence (and all the work it involves) is no longer a thinkable option?"

Indeed. It is as he says. However right or wrong Hector Hammerly may be about acquisition in the classroom, it is the Zeitgeist, not the evidence, that could well have the final say about implementation of anything so rigorous as the Cumulative Mastery Method. Just think of how much teachers would have to learn about language! And not only their own.

Reviewed by Seth Lindstromberg

Author's Corner

Aleksandra Golebiowska was working at the Institute of English Studies, at the Univer-sity of Warsaw, Poland when I interviewed her. All the courses there are in English except for Psychology and Philosophy. Students at the Institute study for 5 years for an MA in English studies. They study US/UK literature, Practical English, Philosophy, Psychology and the Methodology of TEFL.

Aleksandra had recently written "Let's Talk", a book for teachers. It contains role plays, simulations and discussions for Intermediate and Advanced learners in the Polish situation. It was the first Polish book telling Polish teachers about role play. It was necessary because there has been both a lack of information on the subject and also a resistance from older teachers to the "Communicative Approach" because the approach can lead to noisy classrooms, students lapsing into Polish, furniture changes, and uncontrolled group work! Since our talk the book has been published in English by Prentice Hall.

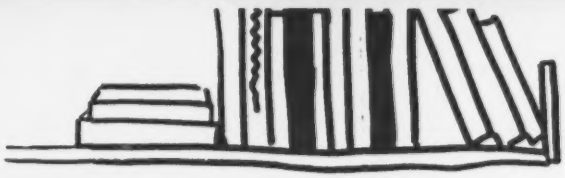
The book is divided into 3 parts. First, there is the background. What is the Communicative Approach, what are role plays and simulations, how can teachers and students write their own or produce their own superior adaptations of published material?

In the second part, there are activities and in the third, useful language functions. Aleksandra had this to say about the experience of writing the book:

" My basic assumption when writing and producing the book was that I would be misunder-stood - not deliberately, of course, but misunderstood nevertheless. I made that assumption in order to remind myself that I should be as clear and precise as possible. You see, I know what happens on one-off teacher's workshops. I prefer long-term courses because that's where I'm more likely to get genuine feedback. On a one-off workshop you get comments such as "Where did you get your glasses from?", or "What a nice skirt!" These short contacts are not very profound. And with the book, I feel it is also a one-off encounter. For example, the book is <u>not</u> for learners and yet I know sets of books will be used in Poland for classes! You see, I have limited confidence that I'll be understood. I say one thing and people hear another. I have more faith in a face-to-face encounter of a prolonged kind because there is time to establish a rapport with the teacher. I found a comment by Mario Rinvolucri (The Teacher Trainer, Volume One, Number Three p.17). "After a teacher training session each trainee has been to a different workshop". At least on a long-term course one can find out <u>what</u> workshop each trainee has been to.

Already I have had some quite unexpected reactions to the book. A couple of people have commented that I have used "demoralising" or risque subjects in my book, "crooks" in fact! Now when I look through the book I realise that in the role plays and simulations there are con-men, pranksters and a pupil who gets a teacher pregnant. I suppose there's hardly an honest person in the book! Is that the point though? The situations make learners talk, after all. But the reaction I got, that the book is immoral and demoralising is typical of the sort of misunderstanding I was talking about earlier. I can't see the reader face-to-face. It's like a one-off encounter. I'm sure I'll be misunderstood! "

PUBLICATIONS RECEIVED



Of special interest or relevance to teacher trainers are:

The Pathfinder series for language teachers

A series of inexpensive booklets designed to support teachers working with the National Curriculum (UK) and developing aspects of good practice. Example titles are 'Recording Progress', 'Reading for pleasure in a foreign language', 'Yes - but will they behave? Managing the interactive classroom', 'On target. Teaching in the target language', 'Languages home and away', 'Making the case for languages'. One of my favourites is 'Teaching pupils with learning difficulties' by Bernadette Holmes. It includes ideas on using rap chants, football songs, tangos and blockbuster games with unmotivated learners. For a complete list of publications write to the Centre for information on language teaching and research, Regent's College, Inner Circle, Regent's Park, London NW1 4NS.

A practical handbook of language teaching by David Cross (1991) Prentice Hall. ISBN 0-304-33040-X

Designed as a comprehensive training manual that can be used in self-access mode to help teachers in unpriveleged settings. Parts one and two on basic language teaching skills and standard lesson types are for pre-service trainees. The last two parts on introducing variety and developing skills are for in-service work. The book clearly lays out some fairly traditional step-by-step routines based on the Direct and Audiolingual methods but with some communicative and other ideas mixed in for variety.

Survival lessons by Diane Hall and Mark Foley (1990) Nelson. ISBN 0-17-5558965

A resource book of thirty complete 45-60 minute lesson plans of photocopiable students' material with teacher's notes. All the lessons are based on structural areas (e.g. tense contrasts, models, conditionals, articles) at intermediate level. They all take the shape of diagnosis, analysis, controlled practice, freer practice. Aimed at young-adult Europeans.

Ideas and issues in primary ELT edited by C. Kennedy and J. Jarvis (1991) Nelson. ISBN-0175552652

A collection of 17 articles from the 'Primary English Language Teaching' conference in Leeds 1989. Strong names from primary ELT are Edie Garvey, Opal Dunn, Jean Brewster, Norma Dickinson. Some topics covered are, approaches to curriculum design, writing primary level materials and primary level teacher training.

Learner strategies for learner autonomy by Anita Wenden (1991) Prentice Hall. ISBN 0-13-529603-X

Provides teachers with tasks, data and commentary to acquire the skills and knowledge necessary to help their students become more autonomous learners. Each chapter is based on a question that teachers will need to clarify as they work in this area, e.g. what learning strategies do s's need to do a task? How can you find out?

Listening in action by M. Rost (1991) Prentice Hall. ISBN 0-13-538778-7

Very clearly laid-out book with careful synopses and credit given to many other authors who have written on 'listening'. The emphasis is on getting learners to become more active, in and out of the classroom, in developing listening skills. There are recipes with thorough indexing and cross referencing, underlying principles and more than a casual nod to mixed ability classes and different learning styles.

Process writing by R. White and V. Arndt (1991) Longman. ISBN 0-582-02444-7

A resource book of procedures and lesson formats breaking the traditional mould of demonstrations and model-writing. Priority is given to students generating ideas, focusing, structuring, drafting, and redrafting their own texts rather than having to analyse or copy the finished products of other writers. The book contains practical recipes and authen-tic examples of student writing.

The learner-centred curriculum by D. Nunan (1988) CUP. ISBN 0-521-35843-4

Grounded in what language teachers actually do and think as they plan implement and evaluate their language programmes, the book aims then to integrate theoretical models and come up with a way of planning content and methodology using resources and evaluating work all with learner involvement.

Language transfer by T Odlin (1989) CUP. ISBN 0-521-37809-5

Discusses how much influence a learner's native language can have in making the acquisition of a new language easy or difficult. An up-to-date discussion of research into what used to be called "mother tongue influence".

Corpus Concordance Collocation by J. Sinclair (1991) OUP. ISBN 0-19-437144-1

An account of the recent use of computers to analyse large quantities of text and of the resultant emergence of new views of language. Aware that events are changing fast the book is a clear, if provisional, position statement on issues such as the monitor corpus, the connection between pattern meaning and use, and the typical behaviour of words.

WHO READS 'THE TEACHER TRAINER'

Here is a sample list of subscribers:

Authors and materials writers, UK, France, Brazil, Italy.
Moray House College of Education, Edinburgh, Scotland.
School of Education, University of Leeds.
International House, Spain, UK, France.
Interlingua Centre, Dublin, Ireland.
American Language Institute, Portugal.
Universities of Surrey, Leicester, Hawaii, Limerick.
RPC Library, Washington, DC, USA.
Teacher Trainers France, Germany, Austria, Spain, Greece, Finland.
British Council Italy, Malaysia, Indonesia, Morocco, Chile.

! NOTICE !

English Teachers Association Switzerland

Annual General Meeting

Place: Biel, Switzerland

Date: November 28th, 1992

For further information please contact:
Ilona Bossart, Lindaustr. 29, 9524 Zuzwil, Switzerland.

TEACHER TRAINING 1992

We offer a variety of TEFL courses:
- RSA/Cambridge Certificate
- RSA/Cambridge Diploma (part-time)
- Hilderstone Preliminary Certificate
- Courses for overseas teachers of English

Why Hilderstone?
- Small groups
- Highly experienced teaching staff
- Reasonably priced accommodation

For details write to:
Teacher Training, (Dept.TT)
Hilderstone College, Broadstairs
Kent CT10 2AQ, England

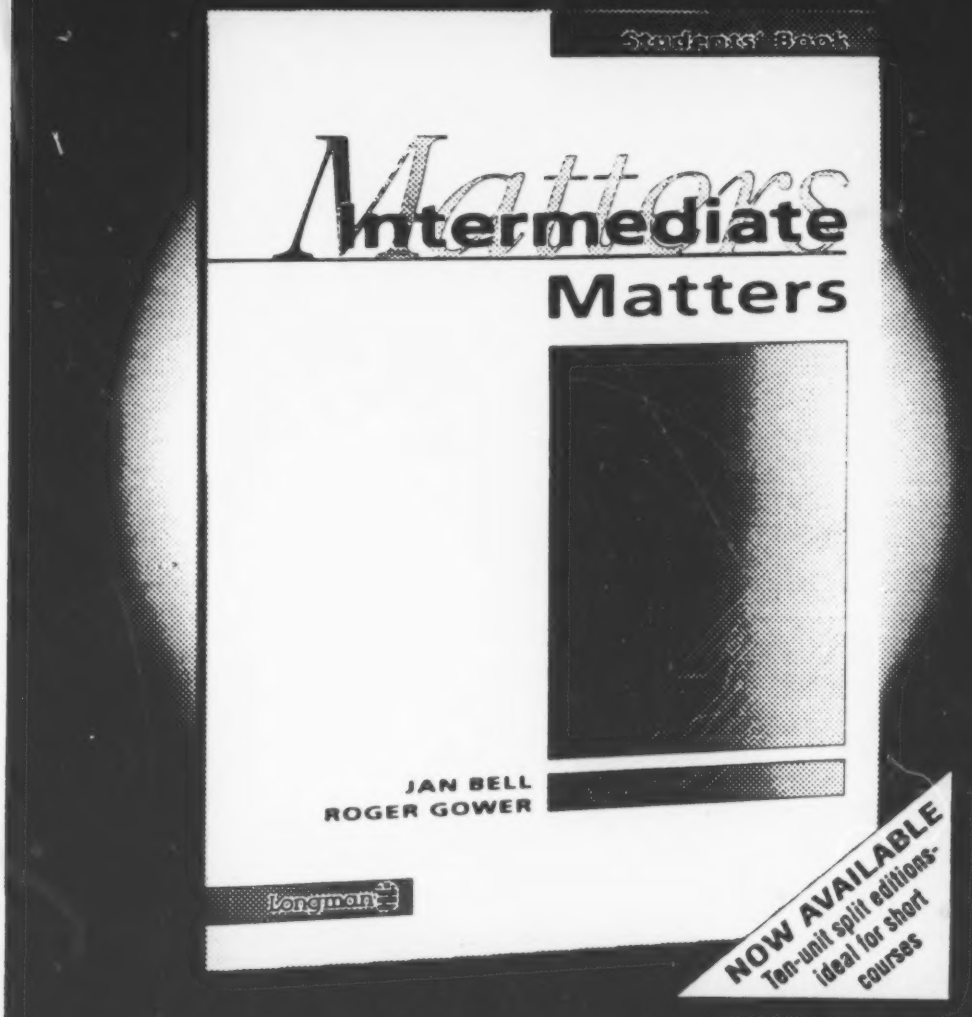
Tel: 0843 69171
Telex: 966182 THANET G
Fax: 0843 603877

Member of BASCH

HILDERSTONE COLLEGE

BEST COPY AVAILABLE

TEACHING QUALITY



QUALITY LEARNING

THE NEW INTERMEDIATE COURSE
FOR STUDENTS OF ENGLISH

LONGMAN ELT

WRITE FOR YOUR FREE INFORMATION PACK TO: THE MARKETING DEPARTMENT
LONGMAN ELT, LONGMAN HOUSE, BURNT MILL, HARLOW, ESSEX, CM20 2JE, UK

BEST COPY AVAILABLE

THE TEACHER TRAINER

A Practical Journal mainly for modern language teacher trainers

Volume six Number three

! INSIDE !

	Page
Exploring the role of the teacher trainer	4
Training around the world - Hungary	18
What it's like to be a travelling trainer	21
Unchartered waters .... reflections of a beginning trainer	22
Interview with John Morgan	25

ESTABLISHED SERIES

Process options, Current research, Session plan, Trainer background, Have you read...?

ISSN 0951-620

BEST COPY AVAILABLE

CAMBRIDGE ELT: the professional choice

Cambridge Teacher Training and Development

Series Editors: Ruth Gairns and Marion Williams

This new series focuses on the content and process of language teacher training and development.

Titles in the series include:

Models and Metaphors in Language Teacher Training

Loop input and other strategies

Tessa Woodward

This practical and informative book is about the process of training language teachers.

Teach English

A training course for teachers

Adrian Doff

A course designed to develop practical skills in teaching English as a foreign language.

Training Foreign Language Teachers

A reflective approach

Michael Wallace

This title explores the idea of the teacher as a 'reflective practitioner' and examines some current models of teacher education.

Cambridge Handbooks for Language Teachers

General Editor: Michael Swan

This series provides a comprehensive 'bookshelf' of the best new thinking on language methodology.

Titles in the series include:

Five-Minute Activities

A resource book of short activities

Penny Ur and Andrew Wright

A collection of over 130 ideas that can be used at various levels in the language classroom, with little or no preparation.

The Inward Ear

Poetry in the language classroom

Alan Maley and Alan Duff

A fascinating collection of ideas based on the use of poetry to promote discussion and co-operative poetry writing in the classroom.

Literature in the Language Classroom

A resource book of ideas and activities

Joanne Collie and Stephen Slater

This book offers teachers a rationale and a variety of imaginative techniques for integrating literature with language teaching.

For further information, please contact:
ELT Marketing, Cambridge University Press,
The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, UK.
TELEPHONE (0223) 325846/7

CAMBRIDGE UNIVERSITY PRESS

BEST COPY AVAILABLE

MACMILLAN ELT

Keep in touch with the fastest growing ELT list: developed for the 1990s!

1992

LITERATURE

READING MATERIAL

CHILDREN'S COURSES

SECONDARY COURSES

EXAM PRACTICE

VOCABULARY BUILDING

ADVANCED CONVERSATION MATERIAL

METHODOLOGY

APPLIED LINGUISTICS

The *new* MET magazine for teachers.

1993

The same level of innovative publishing!

Write for a catalogue/MET subscription form to:

Pauline Munday, Macmillan ELT, Houndmills, Basingstoke RG21 2XS
Tel: 0256 29242 Fax: 0256 819210

THE TEACHER TRAINER

VOLUME SIX NUMBER THREE AUTUMN 1992

Published three times a year

EDITOR: Tessa Woodward

EDITORIAL 3

Exploring the role of the teacher trainer
Ann Rossiter 4

Subscriptions information 5

SESSION PLAN
one way of running a "Teacher Speaking" session
Kathy Bird 6

TRAINER BACKGROUND
Explanations and Explaining
Ann Moore-Flossie and Lourdes Glynn 8

CURRENT RESEARCH
An examination of the effects of using consciously applied empathy in situations of potential conflict
Paul Bress 12

PROCESS OPTIONS: IDEA 20
Things to do after teacher training input
Mario Rinvolucri 15

TRAINING AROUND THE WORLD - HUNGARY
Angi Maldarez 18

What it's like to be a travelling trainer
Jim Wingate 21

Unchartered waters ..... reflections of a beginning trainer
Julie Thompson 22

INTERVIEW with John Morgan 25

Teacher training games series:
Game 7 (Cont)
Language Dominoes
Sara Walker 27

HAVE YOU READ...? Andy Caswell 28

PUBLICATIONS RECEIVED 29

PUBLISHED BY: Pilgrims Language Courses, 8 Vernon Place, Canterbury, Kent CT1 3HG, England Tel: (0227) 762111 from within UK.

PRINTED: The University of Kent Printing Unit, Canterbury, Kent, England.

For all enquiries concerning subscriptions, advertising and contributions, please contact the Editor.

Views expressed in the articles are not necessarily those of the Editor, or of Pilgrims Language Courses.

EDITORIAL

ABOUT THIS ISSUE

Welcome to the last issue in the current volume. As usual we welcome back some established regular series in this issue. These are:

Session Plan. The aim of this series is to give in detail the steps of a session that worked particuarly well for a particular trainer. The session plan this time is by Kathy Bird and is for a slot on "Teaching Speaking".

Trainer Background. This series tries to feed teacher trainers with the kind of background information or thinking useful to our work but for which we usually have little time for reading or thinking. The topic this time is "Explanations and Explaining" and is a collage taken from papers written by modern language teachers Ann Moore-Flossie and Lourdes Glynn.

Current Research. This is a relatively new series. It aims to find out what teachers and trainers are doing in their personal and academic research that is of relevance to teacher training. Paul Bress describes his investigations into consciously applied empathy when listening to others.

Process Options. This series looks at the way things can be done in training course "input" sessions. Mario Rinvolucri shares some ideas with us here on things to do after experiential input is over.

Training around the World. A report from Hungary by Angi Malderez describes some innovations in a new, intensive, three year teaching degree programme at the Eotvos Lorand University in Budapest - in particular in the third year teaching practice component.

Interview. One of our readers spotted an interesting interview with John Morgan in a Greek TESOL publication and at their suggestion we have reproduced it, with permission, in this issue. John talks about teacher development and has an interesting view of trainers "giving advice".

Have you read...? The last of our established series, this one aims to give an informal view of books written especially for teacher trainers. Andy Caswell has had a look at Michael Wallace's book in the CUP training and development series and gives his view.

As well as the regular series that return from time to time we always include a blend of well-known and new writers on thoughtful and practical subjects. This time we welcome back Sara Walker with the last of her teacher training games, a final go at dominoes. And welcome, for the first time in the pages of The Teacher Trainer.....

Julie Thompson, who describes her first bash at training two "apprentices".

Jim Wingate, who cartoons for us a disastrous bit of travelling training!

Ann Rossiter, in a more serious mood, looks at ways of discovering and categorising the roles of a teacher trainer.

So..... another full issue again this time. I hope you enjoy reading it and I really hope too that you'll join us in 1993 for Volume Seven!

All the best

Tessa Woodward
Editor

ABOUT "THE TEACHER TRAINER"

"The Teacher Trainer" is a journal especially for those interested in modern language teacher training. Whether you are a teacher who tends to be asked questions by others in a staffroom, or a Director of Studies with a room of your own, whether you are a course tutor on an exam course, or an inspector going out to schools, this journal is for you. Our aims are to provide a forum for ideas, information and news, to put trainers in touch with each other and to give those involved in teacher training a feeling of how trainers in other fields operate as well as building up a pool of experience within modern language teacher training.

The journal comes out three times a year and makes use of a variety of formats e.g. article, letter, comment, quotation, cartoon, interview, spoof, haiku ideas. If the idea is good, we'll print it whatever voice you choose to express it in.

EXPLORING THE ROLE OF THE TEACHER TRAINER

by Ann Rossiter

As trainers we've become accustomed to working with teachers in developing their awareness of the roles of teachers and learners. Now it seems time to ask how we can develop a similar awareness of our own role as trainers.

I would like to discuss one attempt, made with an international group of trainers and teachers, towards the end of a short course. Experiential learning had been the keynote of the course philosophy; direct "input" sessions had been kept to a minimum and process evaluation a prominent feature. By process evaluation I mean that participants evaluate the course while it is in progress. The results of the evaluation are then used to shape the subsequent development of the course. We felt it important, therefore, to find an appropriate framework for exploring the topic of "trainer roles".

Trainers and teachers were therefore invited to take part in a piece of collaborative research, to discover what we as a group perceived the roles of the trainer to be. For data collection three working methods were outlined: for trainers to use their INTUITION and list the roles they were conscious of assuming in their work, for non-trainers to either INTERVIEW a trainer and elicit his/her idea of the roles he/she performed and or to LIST the roles they had OBSERVED the tutors performing during the course.

The lists were then fastened to an appropriately headed poster for display and further additions at leisure, a familiar procedure used in the weekly evaluation session.

Ideally the analysis of the data would be carried out by the participants themselves. Pressure of time meant that this was done by a tutor alone. The results were then presented on a handout as material for small group discussion.

Both the process and the product can be seen as having value. The process reinforced the philosophy of reflective learning which underlay the course, affirming that:

- participants' insights are of value

- other people's insights can enrich your own

- time taken to reflect on what you know can bring about a much greater conscious understanding.

The product offered feedback to the tutors on the particpants' perceptions of the training process and the role of the trainer. As such it provided us both with a participant-created working document on which to base further exploration of the area, and a mirror in which to view our own activities during the course.

The product also provided the participants with an original survey of trainer roles to which they were joint contributors. The use to which they put the document depends on the position of interests of each individual. Possible uses include: a checklist for their own performance, a document for discussion with colleagues, the basis for further research, input in a trainer-training programme .....

And the results of the survey? They have little statistical significance, but do raise some points for consideration.

Trainer v Non-trainer perceptions

Firstly, in comparing the perceptions of the trainers themselves (whether through introspection or elicitation) with the observations of the non-trainers, we notice a high degree of similarity. The clarity with which the participants identify the activities of the tutor-trainer, does suggest that awareness of the trainer's role is indeed built up through first hand observation of trainers at work. This in turn underlines the belief that

"The approach to teaching being put over by the institution ought somehow to be experienced as reality by the trainees." (Wallace 91).

The concept of the trainer as the introducer of the new ideas is still perhaps unsurprisingly the most commonly mentioned role, for both trainers and non-trainers, although the newer roles of trainer as "observer" and "listener" appear also to have struck many teachers. Aspects of the trainer's role as organizer and determiner of classroom experience are mentioned frequently by both groups, indicative perhaps of the profession's increasing interest in management skills.

We can also learn something from the points on which trainers and non-trainers differ. The role of the trainer as evaluator, frequently mentioned by the teachers is something that the trainers do not focus on. The reluctance of trainers to accept at times a dual role of assessor and advisor is borne out by this admonition (Wallace 91):

"Far from being "a necessary evil" assessment can play a positive role in a teacher education course, for example by integrating different areas of the course and by developing the trainees' powers of analysis and reflection."

His point is echoed by the positive roles of trainer-as-evaluator listed by participants themselves in the second part of the survey. Evaluation was stated for example to "enable participants to evaluate their own progress" or allows the trainer to "adapt the course to the needs of the trainee."

The categorization of trainer roles

Following Wright (1987) the data was analysed into inter-personal and task-related roles. Different levels of inter-personal roles were clearly shown. The trainer is at once:

An equal	a collaborator with his/her colleagues a member of a team
In a position of power	gives trainees moral support gives professional advice is a counsellor monitors what goes on around him/her
Under obligations	is available inside and outside the classroom learns from trainees is a spokesperson

Task-related roles

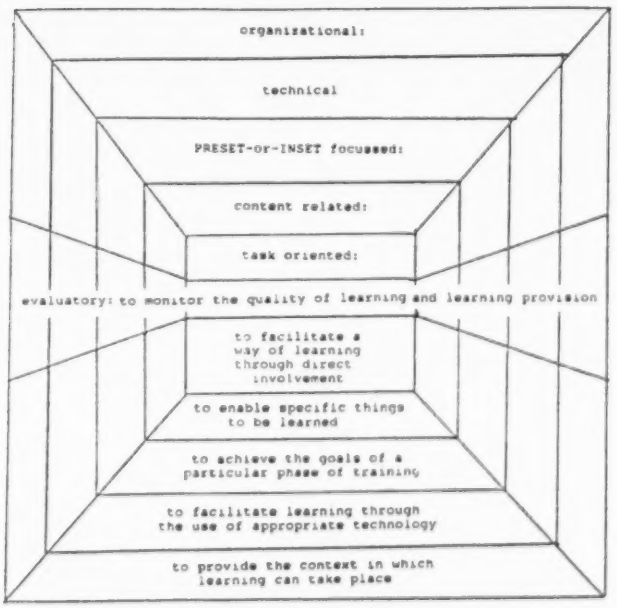
For clearer focus, these were classified into organization, PRESET (Pre-service or initial teacher training) or INSET (Inservice teacher training) focussed, content-related, technical, task-oriented and evaluatory roles. The diagram below suggests one way of illustrating trainer roles perceived in task-related training: the assumption of each set of roles providing the context for the next.

Involving both tutors and trainees in such an enquiry into the roles of the trainer raised unconscious knowledge to conscious awareness. Carrying out the survey, introduced the participants to a methodology they could themselves apply in their own teaching or training programmes.

Bibliography

Wallace, M. (1991) Training foreign language teachers. Cambridge University Press

Wright, T. (1987) Roles of teachers and learners. Oxford University Press


organisational:
technical
PRESET-or-INSET focussed:
content related:
task oriented:
evaluatory: to monitor the quality of learning and learning provision
to facilitate a way of learning through direct involvement
to enable specific things to be learned
to achieve the goals of a particular phase of training
to facilitate learning through the use of appropriate technology
to provide the context in which learning can take place

Subscriptions Information

Please support "The Teacher Trainer"! It's the only publication existing solely as a forum for the modern language teacher trainer.

The cost for three issues a year is:-

Individuals £15.00 including postage
Organisations £20.00 including postage

Payment is now possible via Visa and Mastercard.

The journal is for a specialist audience and so circulation figures will be considerably lower than for more general teaching magazines. The costs of producing a journal do not, however, sink appreciably just because the circulation is small. We have, therefore, settled on the figure above .....

UK Subscribers please send your cheques, made payable to "Pilgrims", to the Editor.

Subscribers outside the UK please ask any bank that has dealings abroad, to send to the Editor, a sterling bank draft drawn on a UK bank. The draft should be made out to Pilgrims and sent to the Editor - 8 Vernon Place, Canterbury, Kent CT1 3HG

We would ask all subscribers please to fill out the following form and send it along with their cheque (UK) or bank draft (outside UK).

NAME .....

ADDRESS .....

.....

.....

OCCUPATION .....

I would like to:-

(a) subscribe to "The Teacher Trainer" my cheque/bank draft is enclosed.
(b) contribute an article about .....

.....

.....

Session Plan

One way of running a "Teaching Speaking" session

by Kathy Bird

I would like to report on a session I ran recently on a foundation course for pre-service trainees, all of whom were non-native speakers of English. The main aims of the input session were to increase language awareness and to give the trainees some ideas for teaching speaking. Some of the objectives included were:

- to improve the trainees' language skills in all areas, but specifically to include vocabulary and interaction skills

- to encourage the trainees to think about the importance of all areas of teaching speaking

- to encourage the trainees to learn by doing

- to train using techniques the trainees themselves could practise in the classroom

- to help them realise how much the books on their recommended reading list could really help them.

There were other objectives specific to the needs of the trainees on this particular course but, although your trainees might be different, I believe this lesson would work for trainees on various training courses.

I used Tessa Woodward's loop framework* (Ref 1), utilising language classroom activities for the training process, with the content dictated by the trainees' own syllabus.

The session was divided into three sections, each with a separate activity. The first section follows:

Training Speaking

Handout One

This is the first of three handouts designed to help you with some activities to stimulate conversation in English in the language classroom.

First Activity - Sequencing

Read the following list of things that can help students develop their speaking skills. Arrange them in order of importance in terms of what you consider will help your students the most.

- understanding the spoken language
- speaking the language
- drills
- pronunciation practice - words
- pronunciation practice - sentences
- reading aloud from a passage in a book
- vocabulary work
- a good/accurate model for students to copy
- listening
- learning appropriate responses
- controlled practice in speaking
- opportunities for free expression
- grammar

Compare your results with the results of the other groups.

The trainees were put into 3 groups (A, B and C) of about four trainees in each.

Each group had to discuss the list of things in Handout 1, and to come to an agreement on the order of importance of the items. They were given approximately twenty minutes to do this.

I asked the trainees to think about this section in three ways:

1) as teachers
2) as students
3) also as people not formally learning a language

in an effort to encourage them to think more widely about learning, and, more particularly, to learn from one another while building on what they already knew.

The groups were then reorganised so that there were now smaller groups, each comprising three trainees, one from Group A, one from Group B and one from Group C. These smaller groups then compared their priority lists, and were given a few minutes to discuss any differences.

The trainees were asked to remain where they were after this discussion. Three new groups were formed for the next activity. With this and the previous moves, the trainees had the opportunity of speaking to several different people during the session. This gave the trainees an idea of how they could reorganise groups in their own classrooms* (Ref 3).

Second Activity - Modifying Statements

Handout Two

Read the following statements:

When speaking English ...
... it is important not to make "mistakes"

... one must not hesitate
... one should never change subject halfway through a sentence.
... only use absolutely correct grammar structures.
... don't paraphrase if you can't remember the word you want to use.
... never say anything that has no purpose.
... never rephrase what has just been said.
... don't bother with intonation - only words have meaning.
... only stress your words/sentences if you are angry or upset.
... you will always be completely understood by native English speakers.

Work in groups to modify the statements so that all members of the group agree with them. When your group has finished, compare your modified statements with those of the other groups.

Each new group of about four trainees discussed the statements and came to a consensus about the best way to modify the statements. Each group nominated a secretary to write their modified statements on the overhead transparency (+pen) I had provided to each group. (A flip chart/large sheets of paper - and big writing - can be used if you don't have an overhead projector).

They were given twenty minutes to do this.

When the task had been completed, each secretary was given a few minutes to present their group's results to the rest of the class.

NOTE

I collected their OHT's after the mini-presentations and after the session I typed their modified statements up into a sort of multiple choice exercise. (Example follows).

I've chosen the first and last sentences from the activity to provide examples, both of the trainee's modified statements, and also of how I put them together as multiple choice exercises:

1 a It is important not to make the same mistakes
  b It's important to learn from your mistakes
  c It is better to make as few mistakes as possible.

10a You won't always be completely understood by native English speakers
  b Don't worry if you're not always understood by native English speakers
  c It is possible that you won't always be understood by native English speakers

I used this as a short revision task at the beginning of the next session to remind trainees of the many different aspects of teaching speaking they had to consider, and to encourage them to think in the same way about other areas they teach.

The trainees were asked which statement they thought best, and why. It was also used to provide them with the opportunity of increasing their language awareness still further as they thought about the differences between the modified sentences.

Third Activity - Defending an Opinion

Handout Three

Your group will be given a card with a controversial statement on it.

Spend a few minutes preparing arguments to DEFEND (support) this statement when questioned later by the other groups.

The statements that follow were the statements I provided, all on separate cards. However, they may not be entirely appropriate for your trainees, so you may have to rewrite them.

"The only way to learn to speak a language well is to live in a country in which it is spoken."

"Too much emphasis is placed on speaking in the classroom. If students acquire a good vocabulary and understanding of grammar, they will be able to speak."

"I employ untrained native speakers in my school because I believe it's the only way to provide my students with an accurate model for speaking."

The trainees were in three groups of four of five.

The cry that went up when the groups got their statements was "... but we don't entirely agree with this." Hence this activity served the purpose of letting the trainees "feel" what their students feel when activities and opinions are imposed on them.

When trainees had spent about five minutes preparing the defence of "their" opinion, group discussions were stopped and each group took it in turn, firstly, to read out the opinion they had to defend and then, in response to questions or comments made by members of the other groups, defend the opinion. Each group had up to five minutes to defend their opinion.

Afterword

Trainees are told at the start of the course that "Loop Input" will be used as much as possible in their input sessions, and are encouraged, also from the start, to take note of the activities their trainers use, and to keep a note of them. They are also always provided with the source/s of the activity/ies as used with students at the end of the sessions. The classroom activities for this input session came from pages 32 and 33 of "At the Chalkface"* (Ref 2).

▶

Session Plan

References

*Ref 1: "Models and Metaphors in Language Teacher Training" by Tessa Woodward. Cambridge University Press

*Ref 2: "At the Chalkface" edited by Alan Matthews, Mary Spratt and Les Dangerfield. Edward Arnold.

*Ref 3: While the trainees were working in their initial three groups I made a quick note of the names of the people working in each group. At the end of the first task I then asked them by name to join a different group. This procedure was followed for the next reorganisation too.

WOULD YOU LIKE TO SEND SOMETHING IN TO "THE TEACHER TRAINER"?

"The Teacher Trainer" is designed to be a forum for trainers, teachers and trainees all over the world. If you'd like to send in a letter, a comment, a cartoon, a taped conversation or an article sharing information, ideas or opinions we'll be very happy to receive it. It's easier for us if the written pieces are typed up with double spacing and 46 characters a line. The style should be simple and readable and the normal length of articles is about 1000 to 2000 words. We can serialise if necessary but this will delay publication considerably!

WHO READS "THE TEACHER TRAINER"

Here is a sample list of subscribers:

The British Council, Spring Gardens, London
Instituto Anglo - Mexicano, Mexico City
The School of Education, Leeds
Davies's School of English, London
The English Language Teaching Office, Khartoum
The Language Centre, Muscat, Oman
Institut fur Deutsche Sprache, Freiburg
The Library, St Clare's, Oxford
Lecturers in Aston University and Lanzhou University
Trainers in Ouagadougou, Ljubljana, Sarawak, Goiania-Goias and Al-Jubail
Bookshops, Holland, Belgium
The Director General, Bell Educational Trust

TRAINER BACKGROUND

EXPLANATIONS AND EXPLAINING

by Ann Moore Flossie and Lourdes Glynn
edited and with introduction
by Tessa Woodward

Introduction

It was back in Volume 4 No 1 of "The Teacher Trainer" that Dr F Gomes de Matos drew attention to the serious gap that still remains in teacher training, namely that of preparing (English) language teachers as explainers. His point was that if learners have the right to receive decent explanations then teachers have the right to be trained as effective explainers! This set me thinking and so I was very pleased to see as a tutor on the RSA Diploma in the Teaching of Foreign Languages to Adults, (distance learning course), that there was a task relevant to this topic. Part of the task was worded thus:

"TASK SIX: the value of explanation

"Adults like to organise their learning systematically. They should therefore be given such explanation (for purposes either of presentation or correction) as they require."

Suppose you had overheard a colleague making this statement. What points would you want to make in a discussion of the value of explanation?

Your response should include the following:

- a definition of any key terms such as "explanation" or "correction"

- a classification, with examples as appropriate, of explanatory techniques."

The course that I was involved in was run at Hilderstone College, Broadstairs, Kent.* (See Endnote). The participants were teachers of French, Spanish and Dutch to adults in schools and in adult education classes. Together they came up with a marvellous set of papers that taught me a lot about explanations and explaining. What follows is a collation of some of their points. The resulting article may be useful to teachers and trainers as an initial discussion of the topic of explanation.

What is explanation?

* to "make clear or intelligible with detailed information etc.... a declaration made with a view to mutual understanding..." (Concise Oxford dictionary).

* The Dutch for explanation is "uitleg". Literally translated this means "lay-out" or perhaps "unfold". The unfolding of something is one possible meaning of explanation. I like this way of looking at it because it seems to imply a gradual process, like peeling an onion or artichoke, layer after layer till you get to the heart of it.

* Another meaning of explanation is getting things clear, perhaps through the linking of new knowledge and experience to old knowledge and experience.

* There is in fact a two-part process of explaining and understanding. One who gives and one who receives. Traditionally the teacher is the giver and the student the receiver but in Brown (see ref.) we see that the effectiveness of explanation depends on the level of understanding between the tutor and the learner. Only when the language tutor can place herself at the level of knowledge of the student, is a good explanation possible.

How can one start to think about explanation?

One way is to consider a series of simple questions.

Question 1. Who explains?

a. The learners explain for themselves.

L1 Que hora es?

L2 Son las diez menos veinte cinco

T Is that right L1?

L1 I don't know. I put it there to get the explanation!

T Son las diez menos veinte cinco

L1 So once it's half past, it's "menos". Alright, that's like in French isn't it?

T I don't know, I don't speak French.

L2 Yes

The learner here sets the problem, receives an authentic response and draws her own conclusions. There is also a link to previous knowledge (French) which a peer was able to provide. Satisfying, we would think for both Learner 1 and Learner 2.

b. Other learners

L2 came to the aid of L1 in the example above and this often happens. The more learners are actively involved in looking for explanations and providing them for themselves and each other, the more involved and responsible they are. Of course it is important for the teacher to be aware of any "know-alls" who annoy other students and to step in when this happens to avoid clashes.

c. The Teacher

The teacher first has to explain things to herself satisfactorily in order to make sure she truly understands. She will then have to try to explain to learners using not only her favourite techniques but ones that work for the learners too.

d. Other sources

There are dictionaries, grammar books, course books, wall charts, radio, TV and computer programmes etc.

Question 2. What is explained?

a. What students want or need to know

Here the student initiates the explanation. For example, students at an elementary stage may want to talk about their last holiday. They might come up with the question in their mother tongue. "How do you say I went to my mother's place?" Then the explanation can start. The students will pay attention to the explanation. Asking a question is a powerful act though and not all students may be capable of it. So it is important to look for other signs of a need being expressed. An English-speaking student of French might say "J'ai no bananes" thus expressing the need to know the negative.

b. What students should know

This depends on the environment the learner is going to use the target language in, the learner's ability and stage in the learning process. The teacher in conjunction with the students can decide what students thus should know.

c. What students can know

If you believe that there is natural order of difficulty in any language ... to do with length of utterance, number of verb parts, contact with mother tongue etc.... then you will decide that certain things are not worth explaining at certain levels. For example you might decide not to explain the fine distinctions of the French subjunctive to a beginner. However you do risk a) going against the emotional desire of the student to know b) misjudging a student's capacity to understand.

Question 3. When is the thing explained?

a. When the learner asks

This is a perfectly valuable rationale for

▶

when to give explanation. In practice however learners tend to ask questions at what is, for the teacher, a most unsuitable stage of the lesson. That is to say, a student will, for example, ask for lexical or grammatical explanation in an exercise with a focus on phonology or vice versa. Unless the teacher can come up with a straightforward short and comprehensible explanation this can be a real nuisance to both parties. It might therefore be best to have a file on a wall poster entitled: "Questions to come back to at a later stage" and to write the student's name by the question.

b. When the teacher judges the learners should know, for the purpose of presentation

Through experience or by knowing the contrasts between mother tongue and target language, the teacher can predict difficulties and thus give explanations before an activity starts. The teacher thus presumes that all the students need the explanation. It may or may not actually help students to avoid errors in the activity itself.

c. When the teacher judges the learners should know, for the purpose of correction

Here, the teacher can make time for explanation in the middle of an activity in order to help somebody who has got the wrong end of the stick. It constitutes an interruption but may prevent somebody from having a misunderstanding for the entire length of an activity. Of course explanation can take place after the activity too when everybody can discuss the errors and correct them.

Question 4. How far do we explain?

The question of how much things are analysed and explained and how much they are simply acquired, learned, as formulae or reduced and simplified will depend on a number of factors. Such as the students' learning style, their level, the frequency and usefulness of the item.

Question 5. How often do we explain?

Although it may be possible sometimes to understand everything about an item all at once, it may be more common for understanding to happen gradually along a scale from "knowing nothing much about it", through "knowing a bit about it" to "knowing a lot about it". A gradual unfolding of understanding or a movement along a scale from knowing nothing to knowing a lot will necessitate a number of different types of explanation at different times and a learner and teacher who are prepared to live with partial understanding for the time being.

Question 6. What is a good/bad explanation?

We all remember people explaining things to us and making us more confused than we were before! Some of the characteristics of a

bad explanation are that it is too long, repetitive or complex, tells you what you know already, assumes you know things you don't, doesn't explain what you asked for, explains something else, gives too many examples, doesn't give enough examples, is done in an offensive manner, doesn't come at the right time ... By reversing some of these features we should be able to see some of the qualities of a good explanation.

Question 7. How do we explain?

This is perhaps the most crucial question. There are many different ways of classifying explanation techniques. A few follow:

a. Isolation versus context

One tendency in explanation is to isolate the item under question and to analyse its parts in detail. Another is to put the item into a context which is clear and comprehensible to learners. Many people use both types of technique either isolation and analysis followed by context or the other way around.

b. Visual methods

One category of explanation is visual. For example you can use colour, pictures, objects, symbols, diagrams, circles, boxes, gestures to explain things.

c. Words

Some people use spoken or written words to explain e.g. special terms (like "infinitive" or "conditional"), definitions, short example sentences, rules, anecdotes, mnenonics, and by referring to the personal experience of the learners.

d. Learner style

Different learners prefer to study, learn and receive explanations in different ways. One way of looking at explanation techniques thus is first to consider a learning style, secondly its characteristics and thirdly the implications of these for the type of explanation used. The table below is adapted from information in Rogers (see ref.).

Final thoughts

To reach every learner in a given group a teacher needs to utilise a great variety of ways of handling explanation. The greater the variety of techniques a teacher possesses, the greater her response ability is to a given situation. Perhaps the most brilliant explanation is the one the learner gives to herself... but it takes skill to bring the learner to that point.

References

Gomes de Matos, F. (1990) "Training Teachers as Explainers: a checklist" in The Teacher Trainer, vol 4, No. 1.

Brown, G. (1978) Lecturing and Explaining Methuen

Rogers, A (1986) Teaching Adults Open University Press

* Endnote

For more information on the RSA Diploma in the teaching of foreign languages to adults (by distance learning) please contact Ian McGrath at the Institute for Applied Language Studies, University of Edinburgh, Scotland. We would also like to acknowledge the part that the D.T.F.L.A. distance training materials played in the formation of this text.

Learning style	Characteristics	Implications for explanations
Analogical thinking:	uses existing knowledge and experience, tries to discover similarities, parallels, analogies	recall relevant knowledge and experience, present new data, point out parallels, or help peers to discover similarities and differences themselves
Trial and error:	needs to practise and adapt knowledge and experience gained in other activities or circumstances	explain and demonstrate, then practice and reinforcement. Use pictures, words, objects, roleplay, and other activities. Let errors happen then give feedback.
Meaningful wholes:	needs to build up from small units that can be connected to greater patterns	explain small units and support learners to see connection with other units. Explain in a pattern of recognisable steps. Use diagrams, components of pictures, components of texts.
Imitation:	needs clear examples	explain by demonstration and examples for each situation. Use pictures, tapes, roleplay.

Current Research

An examination of the effects of using consciously applied empathy in situations of potential conflict

by Paul Bress

1. Introduction

In this article I would like to consider how consciously applied empathy can improve communicative performance. By "consciously applied empathy" I mean a deliberate attempt to understand the other interlocutor's thoughts, intentions and feelings. By engaging this mode of communication, the communicator will automatically pay less attention to a) external stimuli, b) his or her own preoccupations, and c) the insistent tendency to speak. Hereinafter the term "subtext" will be used to describe the thoughts, intentions and feelings made manifest in a person's discourse. The notion of "subtext" goes beyond that of speech functions, illocutionary force, or pragmatic meaning, as it has emotional content.

The style of discourse I am writing in may jar with some people, but I hope not with all. As this article is a summary of my M.A. dissertation, the formal style has been kept. That is why its tone might sound rather academic and impersonal. I hope it is adequately penetrable!

2. Communicative competence

As a preliminary section (before expounding and testing my own theories), I would like to briefly summarise some important points relating to the notion of "communicative competence." (Hymes[1]). I shall do this from the point of view of pragmatics, which, to me, offers the most valid insights, and connects neatly with what I have to say later.

According to Grice[2], communication may be with or without all of the following: intention, conversational implicature, and flouting. I shall now try to explain these. Intentional communication stands in contrast to unintentional communication in that in the latter the speaker does not intend to communicate anything. (They may, for example, be merely thinking aloud). Communication with conversational implicature means that there are no formal cohesive ties to show conversational co-operation - the sense comes, for example, from awareness of ellipsis.

Communication with flouting means that Grice's maxims are not adhered to - for example, the speaker may be using irony or banter. To elucidate, examples of different kinds of communication have been given in the table below:

TYPE OF COMMUNICATION	EXAMPLE	CONVERSATIONAL IMPLICATURE
Unintentional	(person to self) "Oh god! I'm late!"	No
Intentional with overt cohesive ties	A Can you swim? B Yes I can	No
Intentional without cohesive ties	A What's the time? B I left my watch at home today	Yes (Standard)
Intentional - maxims flouted	A to B (sarcastically) "Well done!"	Yes

When communication breakdown occurs, this means that the message is not accurately encoded or decoded. The type of communication, as long as it is intentional, is unimportant, i.e. there may or may not be conversational implicature or flouting. When speakers are aware that a degree of inaccurate inference or implication has occurred, steps are normally taken to solve the problem. This can be done through "communicative repair", an example of which is amplification. However, breakdown can also be avoided at the outset of a conversation by an active attempt to understand and/or speak clearly, and I shall turn to this idea now.

3. Actual communication

Communicative competence, like grammatical competence, is thought by Hymes to originate both from genetic pre-programming and adequate exposure to a language. Canale[3], meanwhile, takes things a step further by making the distinction between communicative competence and "actual communication", which he describes as being the realisation of communicative competence under limiting psychological conditions. By these, he means, for example, distracting stimuli extraneous to the conversation or preoccupations that speakers bring with them to conversations.

According to Canale, strategic competence is a part of communicative competence, and he maintains that there are two types. Firstly, there is the ability to effect repair, and here he appears to be referring to discrete, non-subtextual, aspects of language. Secondly, there is the ability to improve conversations globally by, for example, talking slowly. This latter

ability may be called a "pre-strategy", as the interlocutor can decide to engage it prior to the beginning of an interaction.

Canale's distinction between two types of strategic competence can be compared with Flavell's distinction between two types of empathy (Flavell)[4]. Flavell refers firstly to the natural empathy which develops as a result of adequate socialisation (during which communication develops from the "egocentric" type to the "nonegocentric" type), and secondly to deliberate strategic empathy, which can be applied, for example, before sports matches or before conversations. Therefore, if one makes a deliberate attempt to understand the subtext of another person's discourse, I would consider this approach to be a "pre-strategy".

When should such pre-strategies be applied? I propose they are only applied in "situations of potential conflict", a term I shall now attempt to explain. Conflict management theorists like Brown and Keller[5] claim that there is conflict in a conversation if there are "real or perceived differences" between the speakers. This view can be compared with that of Thomas[6], whose discussion concerning cross-cultural pragmatic breakdown focusses on sociopragmatic (=real) and pragmalinguistic (=perceived) differences. Meanwhile, Gumperz[7], Robinson[8], and Fisher and Ury[9] all focus on perceived differences between speakers (which Robinson labels "attribution errors").

It is difficult to say exactly when a conversation contains conflict or not, and it seems more sensible to talk in terms of a cline of conflict. That is, if two speakers have very different life experiences and if they have different communicative goals in which they have much invested, the result is likely to be a "situation of potential conflict". The Crosstalk interactions (Gumperz et al[10]) are good examples of these. In contrast, if the life experiences and communicative goals are similar and there is not much at stake, a global pre-strategy is not called for. Rommetweit[11] calls this latter sort of situation one of "cognitive convergence". In short, I suggest that, whenever one is about to engage in L1/L1 or L1/L2 interaction in which there is much at stake - for example a job interview, a sale, or a political negotiation - pre-strategies may be brought into play because differing life experiences and communicative goals might exacerbate the potential conflict which already exists.

So if we can engage global pre-strategies in situations of potential conflict, what are they? I want to concentrate on two: "the empathic mode" (hereinafter EM) and "the assertive mode" (hereinafter AM). EM means that the interlocutor deliberately tries to listen and speak according to the other's perspective. AM, meanwhile, means that the interlocutor deliberately tries to listen and speak according to his own perspective - a type of communication favoured in many personal growth workshops.

My hypothesis is that EM is more communicatively efficient than AM for the following reasons.

a) In EM the speaker endeavours to bridge gaps in life experience (Robinson[8] has experimented with empathic communication games, which suggest that empathy keeps conversation going).

b) The experiencing of other people's perspectives (which Flavell[4] calls "role enactment") has been shown by Anderson and Lynch[12] to lead to efficient communication.

c) Conflict in conversation seems to have a tendency to cause egocentric communication, which is manifested in skip-connecting* and poor timing in discourse (both of which are clearly signs of inefficient communication).

Moreover, both Brown and Keller[5] and Fisher and Ury[9] claim that a positive communication cycle can be created if empathy is engaged by one speaker - so engaging EM could have consequences which last beyond the end of the interaction.

SO I TOLD THEM I'D MOVE THE TEST TO FRIDAY IF THEY COULD GET THEIR SCRIPTS TO ME BY TUESDAY MORNING NOW WHAT I THINK ....
AS I WAS SAYING, IT'S A TOSS-UP BETWEEN TORNADO AT FIFTEEN TO ONE AT CHEPSTOW, OR GREASED LIGHTNING, ODDS ON FAVOURITE AT DONCASTER...
SKIP CONNECTING

4. Experiment

I decided to carry out an experiment to question the view commonly held by the lay person that to communicate most successfully one should concentrate on putting over one's own thoughts, intentions, and feelings clearly. The rationale for questioning this view was that there already appears to be a natural tendency to egocentric communication in conflict situations (Flavell[4]) - and my feeling was that this type of communciation was not so efficient. Therefore, I wanted to compare EM and AM and to find out, primarily, which of the two was deemed to be the most successful by impartial observers.

My aim was to film 16 semi-scripted simulated authentic conflict dialogues, involving four advanced non-native speakers of English, each of whom engaged four communicative modes: NM (neutral mode), EM (empathic mode), AM (assertive mode), and EM/AM (here the interlocutor tries to concentrate simultaneously on the accurate encoding and decoding of subtext). The dialogues were created by using role instructions and devising an information

Footnote

*"Skip-connecting" is when there are, virtually, two monologues going on. Both parties ignore what the other is saying and constantly refer back to what they themselves said prior to the other person speaking.

▶

gap. The following table shows which mode was engaged by which actor for each conflict situation.

SITUATION OF POTENTIAL CONFLICT:	DIALOGUE 1 SELLING	DIALOGUE 2 INTER-VIEWING	DIALOGUE 3 COLLEGE	DIALOGUE 4 PARENT/CHILD
STUDENT 1	EM	AM	EM/AM	NM
STUDENT 2	AM	EM/AM	NM	EM
STUDENT 3	EM/AM	NM	EM	AM
STUDENT 4	NM	EM	AM	EM/AM

The conversations were filmed and shown to 20 impartial native speaker observers, who assessed the communicative performance of the actors in a subjective and global way.

The observers had a choice of grades, ranging from A (very effective) to E (very ineffective). I was also interested in the subjective reactions of the actors (concerning the level of comfort and perceived success in the different modes) and I was keen to find out if there were any differences between the actors' perception of success and the assessments of the impartial observers.

The results were as follows. The actors' subjective reactions were mixed, but it was interesting to note that there was some talk of discomfort in EM. This tallies with Flavell's view that nonegocentric communication is "communicatively unsatisfying" for the interlocutor (Flavell[4]). As far as the impartial grading was concerned, the results, which are averaged out, are below:

MODES	NM	EM	AM	EM/AM
STUDENT 1	D	C	D	E
STUDENT 2	B	B	C	C
STUDENT 3	D	A	D	C
STUDENT 4	C	A	C	C

As you can see, EM scored much higher than any of the other modes across the board. Indeed, even the actors who expressed discomfort at engaging EM received higher grades for that interaction than for interactions in which other modes were engaged.

It seems that we can conclude from this experiment that there is a difference between the image we think we are projecting when we interact and the image which is perceived by impartial observers. Indeed, it seems that an EFL student engaging EM can operate at the same level of communicative performance as one with a higher communicative competence who is in NM.

5. Application of empathy to TEFL

I shall suggest here a procedure for using empathy which can be used in the EFL classroom. As a very rough guide, I suggest that the best time to begin work on subtextural analysis is at post-elementary level. To begin with, of course, only very short conversations should be shown. Moreover, if the class is mono-lingual, L1 might be used as the language for analysis and discussion. In this case, I recommend, though, that English is used after solid intermediate level has been attained.

As it is important to rid the mind of personal preoccupations in subtextual analysis, I think that relaxation is useful prior to the lesson. This could take the form of meditation or the use of Baroque music. The latter method has met with some success in suggestopedia. (Rose[12]).

Next comes subtextual analysis in three stages (and here a monolingual classroom is envisaged). Firstly, there is analysis of an L1 conflict situation. This involves multiple choice questions concerning ambiguous parts of texts which carry significant subtextual meanings. Answers are compared with those of the dialogue participants, which have already been entered onto a grid. Secondly, there is analysis of an L1/L2 conflict situation conducted in English. The procedure is the same as for the L1 conflict situation. Finally, there is cross-cultural analysis, in which the results of the two previous analyses are compared.

After this, I envisage controlled practice, which would consist of extremely simple listen and repeat exercises. Students could see, on video, one utterance said in three different ways (with varying prosody and on-verbal communication), and then try to imitate the performance as closely as possible. The utterances could be taken from the text already worked on.

Finally, I propose the use of role plays, and, as with the subtextual analysis, this could be divided into three stages. Firstly, students play the role of the interlocutor they are likely to be communicating with in the future. Secondly, students play the role they themselves are likely to be playing in the future. And finally students play their own future role, but this time using EM. When this final stage is reached, students are no longer practising subtextual analysis with the benefit of a pause button, but actually using empathy for interactive purposes. If EFL institutions have the use of a camcorder, all of these role plays may be filmed and played back for further analysis.

6. Conclusion

If there is a new way of converting communicative competence into succesful actual communication, I believe this should not be ignored. My feeling is that empathy in situations of potential conflict is a very powerful tool, a tool which can compensate for a student's shortcomings in language areas such as pronunciation, syntax, and semantics. Finally, I see no reason why the use of consciously applied empathy cannot be extended successfully into other fields of TEFL, such as teacher training and trainer training. For example, I think that readers of this journal might like to consider the idea that consciously applied empathy can mitigate against likely problems in teaching practice feedback sessions, as such sessions are, in my experience, ones of potential conflict.

References

1. Hymes D. (1972) "On communicative competence" in Sociolinguistics (eds.) J. Pride and J. Holmes. Penguin

2. Grice H. (1975) "Logic and conversation" in Syntax and Semantics 3: Speech Acts (eds.) Cole and Morgan. Academic Press

3. Canale M. (1983 "From communicative competence to communicative language pedagogy" in Language and Communication (eds.) J. Richards and R. Schmidt. Longman

4. Flavell J. (1968) The Development of Role-taking and Communication Skills in Children Wiley

5. Brown C. and P Keller (1979) Monologue to Dialogue. Prentice Hall

6. Thomas J. "Cross-cultural pragmatic failure" in Applied Linguistics Volume 4. No 2. Summer 1983.

7. Gumperz J. (1982) Discourse Strategies Cambridge University Press

8. Robinson G. (1988) Cross-cultural Understanding. Prentice Hall

9. Fisher R. and W Ury (1981) Getting to Yes. Hutchinson

10. Gumperz J. and C. Roberts (1979) Crosstalk The National Centre for Industrial Language Training

11. Rommetweit R. (1972) "Linguistic and non-linguistic components of communication: notes on the intersection of psycholinguistic and social psychological theory" in The Psychosociology of Language (ed.) Moscovici S.

12. Anderson A. and T. Lynch (1988) Listening. Oxford University Press

13. Rose C. (1986) Accelerated Learning Topaz

Process Options Idea: 20

Things to do after teacher training input

by Mario Rinvolucri

Imagine that a trainer takes some INSET trainees through an exercise. The exercise could be done in the language the trainees teach, their mother tongue or a language new to them. They do the exercise as language students. In many training rooms what happens next is some kind of exchange of views between the trainees and the trainer about what has happened, how people felt about it, adaptations and so on. It's worth wondering if this should be done and, if so, in how many ways it can be done. Here are some alternatives:

1. Zero exchange

People think extraordinarily swiftly and experienced trainees know immediately when you have offered them a winner of an exercise. If the exercise is mediocre or a non-starter for them, that's just the way it is. Why drag them through a time-wasting exchange-of-views ritual? Why should instantaneous inward thought always have to be socialised?

2. Space for digestive thought

Trainees spend two minutes in thought, sitting, stretching or escaping into the corridor (some need movement and/or smoke). This is a time for being with themselves after a socially involving exercise.

3. Diaries

Each person writes their reactions and feelings. I have used this system in Finland and in Japan where folk mostly don't want to shoot their mouths off before they have had a chance to reflect. Sometimes it seems appropriate at the end of a training session to ask participants to go back over their diary entries and comment to each other in small groups on things they have thought and felt.

Why not mix feedback systems within one group? In a workshop in Osaka I asked a Japanese coleague to demonstrate a teaching

▶

technique, using the Americans in the group as guinea-pig students. After the lesson the Japanese participants wrote down their thoughts in Japanese while the Americans exchanged thoughts and feelings orally in small groups. Then the Japanese paired off with the Americans and listened to learner reactions. This frame allowed the Americans to exteriorise and talk while the Japanese could think, write and listen.

4. Letters

People write their thoughts in the form of a letter to someone else in the group. They deliver the letters. The participants get up, mill around the room and talk to those they want to.

5. Marketplace

Each trainee writes three main thoughts/ reactions on three different slips of paper. Everybody then gets up and tries to barter their slips of paper for those of others. A person will only give away a slip/thought in exchange for one she finds attractive or relevant. This marketplace mechanism, that I learnt from Richard Baudains, allows people to move fluidly from one colleague to another without having to listen to people they don't want to.

6. Public feedback led by a trainee

If you have asked a trainee to demonstrate a new exercise, it flows naturally for her to then run the feedback session. You, the trainer, have the pleasure of listening and seeing the group focus on someone other than you. Time to relax and notice things from a new angle.

7. Public exchange led by a trainee in a language the trainer doesn't understand

The choice of using a language everybody apart from you knows gives the group the chance to work publicly but in semantic secret from you, the parent figure. You still belong to the group, see people's mood, feel their rhythms, but are semantically out of the room, providing the language is fully beyond your ken. I had this experience as a trainer on the third morning of an intensive INSET course with teachers of Basque. It was extraordinary to belong to the group as a sort of two-year-old, feeling very participative and with firmly reduced parental functions.

8. Public exchange led by a trainee with the trainer out of the room

Why do trainers feel we want to know what people feel about an idea, an exercise, a way of doing things? It's on the table. It stands proposed. They will, each of them, have understood it differently and have different views about it. Why should we explore these perceptions and views? Maybe there will be more exchange of thought and feelings in the relief of our absence. Better perhaps for us to have a tisane, do a yoga exercise, drink coffee, gaze out of a window, have a cigarette or make a phone

call. In the INSET situation are we responsible for what people think or don't think, do or don't do?

9. Public exchange led by trainer

In this parental model the trainer has plenty of behavioural options.

Here are a few of them:

1. Everyday conversational mode: the trainee speaks and the trainer comments on the things that strike her in what the trainee says.

In a sense the trainer speaks for her own benefit, when she feels the need to.

2. Empathetic listening mode: the trainer down-grades interest in her own egoistical instinctive reactions to what the trainee is saying and tries to see the utterances from the trainee's point of view. She avoids comment and may sometimes summarise back to the trainee what the latter has just said. Speakers are often amazed if they get proof that someone is really paying attention to their thought. If the trainer does not follow what she is listening to, she asks clarificatory questions but not questions that give the speaker a lead. If the trainer is having trouble achieving empathy with what she is listening to, she may decide to discreetly imitate the trainee's body posture, voice-tempo. This has to be done unobviously and with practice you can do it entirely mentally. Such 'mirroring' often has a powerful facilitating effect on the speaker.

3. Checking-out listening mode: the trainer challenges vagueness in the trainee's comments, e.g.

Trainee: "We all felt..."	Trainer: Mmm, how many of you?
Trainee: "I really liked the exercise"	Trainer: Which parts of it? What specifically did you like?
Trainee: "Felt bored a lot of the time"	Trainer: You did? When exactly? What made you know you were bored?

A trainer in this mode has to be in good rapport with the trainee at that moment and challenge in a light, friendly way, otherwise the situation can turn ugly quite fast. This way of checking your understanding of another person's verbal mapping of a recent experience is based on Bandler and Grinder's meta-model (see note below).

4. Confrontational mode: the trainer listens to the feedback and picks on a particularly significant point to hammer at either in a question and answer session, as a lecturette or with an exercise. This was one of the techniques much used by the late Dr. Gattegno.

There are many more options than the ones I have listed and some of my colleagues have added theirs to the bottom of this article. The editor would very much like to publish any techniques that you have used or thought of using - come and set up your stall in the TT marketplace.

The techniques outlined above fall for me into four broad psychological categories:

Parental (9)
sub-parental (sibling taking parent role) (6,7,8)
sibling (4,5)
individual (1,2,3)

Given that I have written this piece within the above mindset I would be particularly interested in techniques that don't fit into it, that question it and break it. Please help me beyond by present pattern.

Mario

P.S. Other ways of sharing reactions:

When Bernard Dufeu is ready for group feed-back after an experiential exercise he asks people to organise what they have to say into three distinct phases:

- affective: How did you feel?
- intellectual-technical: What do you think?
- creative: variations on the exercise, other, different exercises it makes you imagine.

Tessa Woodward often asks the group to recall step by step the exercise that was noted. As the group recalls, the steps are noted on the left hand side of the board. On the right hand side of the board are two columns. One is headed "Why?" and the other "Assumptions". As the steps are recalled or, alternatively, after all the steps are recalled, the group discusses why the step/ activity was done and what assumptions lie behind it.

Seth Lindstromberg sometimes asks the group to think back to the last lesson they taught and to imagine where they could have used the exercise they have just experienced. If they had known about the exercise, could they have slotted it in somewhere? People then discuss or act out this imaginary past use of the activity and also discuss how they could use it in future lessons.

Bibliography

For an excited, complicated explanation of the Meta-model (Neuro-linguistic Programming) see Bandler R. and Grinder J. The Structure of Magic, Palo Alto, Science and Behaviour Books, 1975.

For a concise explanation of the same, see Pages 223-233 of Solutions by Leslie Cameron-Bandler, Future Pace, 1985.

JOURNAL EXCHANGES

"The Teacher Trainer" has arranged journal exchanges with

IATEFL Newsletter	(UK)
English Language Teaching Journal	(UK)
Cross Currents	(Japan)
English Teachers' Journal	(Israel)
Modern English Teacher	(UK)
RELC Journal	(Singapore)
The Portuguese Newsletter	(Portugal)
Forum	(USA)
Practical English Teaching	(UK)
Focus on English	(India)
TESOL Newsletter	(USA)

and is abstracted by 'Language Teaching', The British Education Index, the ERIC clearing house, and Contents Pages in Education.

NEW STYLE TRAINING IN HUNGARY

by Angi Malderez

THE BACKGROUND

Russian has recently been dropped as compulsory first foreign language in Hungary, and the demand for qualified English teachers has risen dramatically. It was therefore decided to start a new, intensive, three year, single honours, teaching degree programme - 'B.Ed.' at Eotvos Lorand University, Budapest. The Centre for English Teacher Training (CETT), opened in September 1990 with 100 students, the first year intake, training to be both primary and secondary school teachers. Since 1991, the three-year programme at Budapest, and four other universities has been supported by the British Council ELTSUP (English Language Teacher Supply) project.

There are many innovations in the programme, but the one we are most closely involved in is that of setting up third year Teaching Practice, and its support.

In traditional training programmes Teaching Practice (TP) has taken place in special teaching schools belonging to the university. Trainees (University student teachers in training) are attached to teachers (teacher-supervisors) within the school for periods of six weeks altogether during which time they observe, and teach 15-18 hours. Assessment is normally by 'exam' lesson from the visiting tutor. The TP supervisors have no special training, though their specified duties include pre-lesson planning, observation and post-lesson feedback and evaluation. Naturally, they only work in these schools because they are considered good teachers. Most of them take their jobs very seriously, and have conscientiously developed their own supervisory styles.

The new type of institute required a new model of TP. The existing one gives trainees very little experience of the kind of independent decision making which leads to reflective teacher development processes. Nor do such short periods of TP allow for real 'sheltered' practice of the longitudinal aspects of teaching. By 'longitudinal aspects' we mean:

a) the course v. the lesson
b) the development of the group dynamic
c) the development of reflective processes
d) giving support during the 'survival' year (ref: Bullough et al '91)
e) what belonging to a school means
f) evaluation of pupils.

In short, because we believe that teaching is learnt by doing, that there is more to teaching than 'the lesson', our third year trainees will be teaching a class for a whole school year. Furthermore they will be teaching in pairs, both for additional support and to foster the process of teacher cooperation.

As we couldn't use the already over-burdened existing teaching schools, we had to find new 'teacher-supervisors', (which we call co-trainers - COTs). What's more, since the role of these teachers will be different from the existing supervisors, we decided to devise a course to help them begin to develop the additional skills necessary for sensitive supportive supervision of our trainees.

THE CO-TRAINER TRAINING (COTT) COURSE

THE SELECTION PROCESS

Selection presupposes a sufficient number to select from. We needed 25 minimum, if each COT were to supervise two trainee pairs each eventually.

At first, the number of applicants was disappointing - until we realised that we had advertised in a journal which arrived on head-teachers desks, and was rarely read by teachers themselves. We resorted to readvertising in various papers, and, more importantly, making personal appeals at every teachers' gathering we could find. We finally had 38 applicants. Not too many, but as many as we could put through the selection process, given the dwindling time we had left.

Our curriculum committee was formed - us, a representative of each of the two other sections of our university involved in teacher training, an existing secondary school 'teacher-supervisor' and a member of our staff who had previously been a primary school supervisor.

As we needed a clear understanding of the criteria we were looking for, we first brainstormed desirable qualities. This led to the decision that we would have to both observe a lesson and give an informal interview in order to determine the presence of such qualities as open-mindedness, flexibility, empathy, a love of teaching and learning, and so on. We devised a lesson observation sheet and a list of possible interview questions.

BEST COPY AVAILABLE

Then began the long round of selection visits. Each teacher was visited by two members of the committee, with one 'visitor' always constant, although towards the end of the semester the 'constant' visitor did a few visits alone. We were not looking for examples of any pre-defined notion of 'good' teaching - but rather evidence of sensitivity, caring, being eager for or already obviously involved in their own professional development. This was definitely a 'joy'. We learnt so much, personally, and gained a greater awareness of needs to be met on the course. It was a privilege to meet so many dedicated and inspiring teachers and head-teachers, many of whom struggle along isolated with fairly basic conditions, teaching 26 hours or so for a salary which they are obliged to 'top-up' with second or third jobs.

We became very conscious of most teachers' expectations that we were there to see if they were 'good' enough, and their desire(?) to be 'evaluated'. Although we tried to time-table visits so that there was enough time after the lesson to talk, this was very often taken up with brief comments from the teacher on how the lesson went from her or his point of view, a question or two from the 'interview list' and a lot of drinking coffee and explaining the scheme to head teachers. We therefore decided to give written feedback. Each teacher visited received a letter of 'feedback' if they requested it (all but one did), in which we attempted to give developmental, alternative-generating suggestions based on evidence. This had the advantage too of allowing the 'visitors' some distance and discussion as well as to check we really were all on the same wave-length (we were!). We intend to ask participants to reflect on this experience during the course! I don't think we would say that phrasing those letters of feedback was a 'joy' exactly, but we learnt as we went along.

Successful applicants received an 'acceptance pack' including: a letter of acceptance; a copy of the notice allowing them to join the university library; a reading list of the recommended reading our trainees will have read by the end of their second year, a glossary of key terms and concepts (for those teachers whose training was before 'communicative competence' etc) and a mind map of those terms; a methodology check-list of the topics our trainees will have covered by the end of the second year and from which COTs were asked to choose six topics they would most like to cover on the course itself, and bring to the first session; and a letter to the head-teacher explaining the implications of acceptance on the course of a member of their staff, and including the rights and obligations of all parties if that member of staff successfully completes the course.

Meanwhile we were busy trying to get confirmation from all the parties concerned of conditions, rights and obligations of the COT, the school, the university (ELTE), and our trainees. This has been one of the major 'problems' largely due to the fact that a new education bill, including a new national curriculum, is being prepared as well as the novelty of the whole concept.

Work continued on the curriculum document itself. The following is a summary of the current draft.

COTT COURSE CURRICULUM

Course Objectives

By the end of the course:

1. Participants should know about:

- specific programmes (rationale and content) followed by our trainees who will soon be in their care.

- supervisory styles
- types of observation
- types of feedback
- methods of assessment

- teaching materials available, and where to find them

- anything on the COTT methodology syllabus they are not familiar with.

- their future role as COTs. The formal features of this role will be decided by agreement on:
  - assessment model
  - methods of networking between School, COTs, ELTE staff, and trainees.

2. Participants should have developed, and be developing:

- skills in:
  - observation
  - giving feedback
  - assessing trainee development
  - listening/counselling
  - conflict-solving

- any skills on CETT methodology syllabus they feel are lacking or underdeveloped.

- a greater awareness of the language
  - for their own development
  - for their teaching
  - for their trainees' teaching

Timetable

The 120 course hours will be divided as follows:

Sat. 22.2 '92 (9-4pm + breaks) Course Introduction.		5 hrs
Weekly thereafter, Input. (Fri 3-6pm)	x 15	45
Weekly self-study, Reading/Prep. 2 hrs	x 15	30
Mon - Fri. 15 -19.6.'92 Input/Round-up	5 x 5	25
Throughout the Course: Observations at school/ELTE		15
	=	120

Content

Two principles lead us to believe that at this stage the syllabus can only be tentative and 'suggested', and that the likely outcome will be a retrospective syllabus. These two factors are that, following certain of the course objectives:

a) a large part of the syllabus content will need to be negotiated;

b) much of the syllabus will involve raising awareness and fulfilling needs of a specific group of people, as yet unknown.

There are, however, certain elements in the course objectives that one can fairly confidently predict as being 'new' and therefore 'needed', namely, those to do with: 'the COT role'; the 'trainer-training' skills - knowledge and development; and 'language awareness', of one kind or another. These, then, are the fixed elements.

As for the 'methodology up-date', this will be catered for in three major ways:

1) After identifying the (6?) most popular areas for inclusion in the course, session-time will be given to those topics.

2) Participants will be asked to attend any of the ELTE methodology sessions on areas they have individually requested but which will not be covered in session time.

3) The teacher training procedures used on the course to impart knowledge or develop skills will be 'looped' to some extent and taken from current EFL practice (see ref). Overt discussion of the procedures/methodology used will be encouraged both in session feedback and in the Work-book (see below).

Attending methodology sessions in ELTE will have the additional benefit of allowing participants to have a better idea of the formal training their trainees will have received. Course-time is allowed for these sessions, and all participants will attend at least two sessions of this kind. Participants will also be encouraged to attend language practice classes for the purpose of a) having a better idea of the ethos/kind of training their trainees are receiving; b) practising certain kinds of observation skills. They will also be guided in the practice of self and peer-observation, for developmental purposes.

Workbook

We have compiled a work-book which should enable the sessions to be experiential or 'workshop' in nature. The contents are divided into four major sections:

1) The first contains what we have called 'core reading'. There are three articles which are interspersed with 'note-making/think' tasks (which we suggest they do with a 'work partner'). The first article we chose is 'Training the trainers' Bamber ('87). This is to raise some of the issues, and also to give validity to the weighting of the course content. We suspect most teachers, understandably, are keen to come on the course for the 'methodology update' component, rather than the 'trainer-skills' part. The second article is 'Developing Perceptions of the Classroom: Observation and Evaluation, Training and Counselling' Bowers ('87). Although issue can be taken with the HORACE model, we felt it was a very useful framework for beginner-supervisors to hang on to. The third article is 'Models of supervision - choices', Gebhard ('90), as this expands the range of interaction possible at different stages of HORACE.

2) The second section contains session review sheets on which participants are expected to record the content of sessions, as well as the methodology of sessions - activities and organisation. We will attempt to do much covert(ish) methodology update this way.

3) The third section contains a selection of observation sheets for: self-observation, peer-observation, observation of a more experienced teacher. We have included here only those sheets we know will be used during the course, as weekly tasks. In the range of peer-observation sheets we suspect some more covert(ish) methodology update will occur. Also included are a couple of different 'exam-lesson' mark sheets which could be guidelines when we come to develop our own evaluation sheet.

4) The final section contains some selected supplementary reading on methodology, the first year of teaching, self-esteem and the non-native speaker teacher - important issues that we fear might not be covered elsewhere.

Creating this was a 'joy'. We learnt, clarified, visualised, attempted to empathise. We look forward to revising it in the light of this first course.

Evaluation of COTT course participants

Because the course will result in a university certificate, and although every effort has been made during the selection process to select only people who are both willing and able to meet the course objectives, some sort of evaluation procedure must be used to enable tutors, in the eventuality of any participant not reaching the required standards, to veto the issuing of the COT CERT. However, this is a sensitive area, and the procedure must allow for 'face-saving'. It is proposed, therefore, that a tutorial system be set up, and a negotiated 'evaluation of progress towards meeting course objectives' be carried out at least twice during the main body of the course. This will be between tutor and participant, and based, in part, on elements from the participant's workbook. If the agreed evaluation is 'unsatisfactory', withdrawal from the course could be offered as a face-saving option. Another aspect of the evaluation procedure will include the continuous assessment of participants during 'trainee lesson observation and feedback' role-

plays. The goal here, as with trainee-teachers, will not be to ensure that we 'have produced perfect trainers' but rather that we have sensitive knowledgeable, developing trainers who have the will, ability and strategies for continuing to strive towards becoming 'the best trainers they can be'.

Process of Course

Considerable efforts will be made to 'practise what we preach' in terms of the longitudinal aspects of a course, and the methodology employed. For this reason, as well as the tutor system, it is imperative that the tutor-team should work very closely together in the preparation of sessions, team-teaching etc. In order to cater for group processes, and have ONE course, the whole group will gather, dividing into smaller work-units at different stages of the session, with both tutors present at all times. A course where different people are called in to 'do' different topics is not appropriate here, in contrast to much local practice.

Just as people tend to teach as they were taught, so we suspect they would tend to train as they were trained. For this reason we intend to put considerable weight on the developmental aspect of the course. The COTs too will be responsible for the developmental assessment of our trainees, while university staff will visit for 6 (?) 'exam - lessons'.

CONCLUSION

We are excited about this project, and are looking forward to beginning the course, as well as tackling the many other processes there are still to come.

References

Bamber 'Training the Trainers' in ELT DOCS 125 '87 MEP/BC

Bowers R. 'Developing Perceptions of the Classroom' in ELT DOCS. 125 '87 MEP/BC

Bullough et al Emerging as a Teacher '91 Routledge

Gebhard J. 'Models of supervision: choices' in Second Language Teacher Education '90 CUP

Budapest, February '92. Caroline Bodoczky & Angi Malderez (Adapted from a talk given at the TT/TD IATEFL SIG conference, in Beilefeld, Germany, on Feb 9, '92)

Woodward, T. (1991) Models and Metaphors in Language Teacher Training CUP

WHAT IT'S LIKE TO BE A TRAVELLING TRAINER

A true story by Jim Wingate

You have to laugh in this job. I arrive at London Heathrow:

"You're early" said the check-in woman.

"Early?"

"Yes. This ticket's for tomorrow."

"Aargh! But I'm working abroad tomorrow!"

So then the money I'd carried for four days work abroad was completely cleaned out by the taxi I wasn't expecting to pay for, ... all just so that I could catch the plane the next day.

So I arrive abroad with no money. I showed the information office the address of where I was supposed to be working.

"It doesn't exist!"

No, it wasn't on her map, nor on the map she gave me, nor on the map on the wall. She'd never heard of it, nor had her manager.

"OK. I'll find the hotel - Hotel Zed".

Another map outside the station showed Hotel Zed. I walked to it wheeling my baggage thinking "At least I can dump my luggage and try to find the workplace."

"No, no one of that name is booked here!"

I tried the names of my contacts and my sponsors.

"No, no, no."

"Ah, perhaps you are in the other Hotel Zed."

She phoned.

"Yes."

"O.K." I said, I'll go there."

"By car?"

"No!"

"By taxi? By bus?"

"No. I have no money. I will walk."

"Completely impossible! It is not in this town."

▶

"O.K.", and I asked her for a map. At last, on her map there was the street where I was working.

I set off wheeling my trolley and following the map the street wasn't on with my notes from the map the street was on.

Round and round and round. At last, I realised what was wrong. Since making the map they gave away free in the station, they had blocked two roads, removed a bridge and moved the station.

At last, I'm on my way.

Two hours walk-and-trolley-pull later, I must be near the workplace, but where's the road that was clearly marked crossing the road I'm on on the map?

Round and round and round. An impenetrable hedge of forty foot trees, a fence and wall - the road no longer crosses the road I'm on. It's been blocked off and hidden.

Round to the arrow, then the building the arrow points to.

"Mr A please ... Oh, then Mr B the organiser ... Oh, then the exhibition ... Oh, then the conference ...?" Never heard of any of them.

"Ah, their building is at the back of this building."

At last, Mr A.

Three hours from Newcastle, one hour on the plane, two hours in the taxi, 10 hours in the hotel, an hour's walk in the capital city, three hours on the train, three hours' wait, what for? Only three people

at the teacher training seminar, one of whom says

"Oh, I'm not a teacher," and the other says,

"Oh, I have to leave early, I'll sit near the door!"

"There is a train and underground strike tomorrow."

"That's all right, I'm travelling today."

"Yes, but it starts this evening."

Will I be stuck here with no money, no hotel and with train tickets I can't use, while my seminar participants are waiting for me in another city?

Of course, I remain calm throughout!

UNCHARTERED WATERS.... ...REFLECTIONS OF A BEGINNING TRAINER

By Julie Thompson

I recently* completed my first period as a support trainer for two trainees for the practicum component of a teacher training course.(Note 1) It was very much unknown territory for us all and the experience was a very exciting one for several reasons.

In my capacity as their support trainer, Roni and Mary, were with me for three hours, once a week for seven weeks. The hours which they spent with me formed part of the two days per week that I taught on a ten week full-time general English program for overseas adult learners.

The brief given to us by the course director was to begin their seven weeks with a three week observation period, during which the support trainers were to guide the trainees' observation with tasks selected by us and designed to dovetail with the lessons we taught. We were not asked to change the way we taught, but it was hoped that the trainees would see a PPP (Note 2) and a different skills lesson each

week. A short explanation of the lesson plans and observation tasks took place at the beginning of each session together; and feedback discussions after the observations were also expected. The trainees were asked to keep a reflection journal specifically for the practicum, which their support trainers read each week.

During the four weeks which followed the observation period, the trainees were expected to become increasingly involved in the programming and teaching of the class, with each support trainer designing individual "immersion" programs to suit their trainees. This was to culminate in them planning and teaching an entire PPP lesson in the final week, which we were to assess. It was felt by the course director that the trainees should successfully complete a PPP demonstration lesson before tackling one of the four macro skills (Listening, Reading, Speaking, Writing) for assessment purposes.

This represented the half way point in their four month course, during the second half of which they had another four week practicum with a different support trainer.

I should explain that I had recently completed a course for TESOL trainers (Note 3) which had left me with a grab-bag of mixed feelings. Whilst I was filled with anticipation for putting into practice new skills and testing out notions that had begun to crystallise during the course, I was also very apprehensive. Could I do it? Would I be able to handle all the complex issues that inevitably would arise?

We had been reassured during our trainer training course that many of our well-established teaching skills would be transportable into the training arena, and that we had developed techniques and guidelines for dealing with the specifics of the process. But would I really be articulate enough to communicate my skills effectively to beginning teachers?

Was it going to be a case of the blind leading the blind, or would I be able to analyse clearly what I had just taught and convey my strategies well enough to the trainees for them to be able to apply the model of good teaching practice that they had just observed? Indeed, would we be able to get beyond the mimicking of a model? I hoped to be able to impart to them some of my "professional philosophy" - what I know and feel about both language and teaching. Perhaps even more daunting was the prospect of my observing them and then feeding back in an affirmative and effective manner.

Equally, I felt a formidable sense of personal responsibility towards Mary and Roni, more strongly than I normally feel towards my language students. Perhaps this was a result of the much closer one-to-two relationship; or perhaps it was simply fear of the unknown. Nevertheless, I continued to worry: how were all the interpersonal/supportive/critical dimensions going to work out?

TO MY PLEASANT SURPRISE ...

I am very relieved to say that the experience was not the unmitigated disaster of my nightmares. "My trainees" (as I possessively, but affectionately, used to call Roni and Mary) progressed strongly through the seven weeks and are now well on their way to becoming competent adult ESL teachers. Hopefully I have contributed to that process, but where have these seven weeks taken me?

The overriding feeling is one of "See, you can do it!!", and that is a mighty good feeling. A confidence-boosting shot in the arm never goes astray. I certainly feel far better equipped now than I did earlier to offer constructive guidance (as opposed to "help") to more junior colleagues, a situation which arises not irregularly in a busy staffroom.

The possessiveness that I felt towards Mary and Roni stems from a combination of factors. Undoubtedly, they were special to me because this was my first experience as a support trainer. Clearly too, their success during the practicum left me with a sense of pride.

However, I feel quite certain that the "tutor" role which the on-going nature of our association implied, gave me the added sense of responsibility and interest in their progress, that the more usual role of trainer as assessing observer alone would not.

Having spent the practicum talking together about selecting materials to be taught on the basis of student need and an authentic usage of English, as opposed to "what the grammar book or the syllabus said", I was delighted to see a sensitivity in the language awareness of their demonstration lessons, that was absent in the "well-intentioned" native-speakers, who had been entrusted to me seven weeks earlier.

I am confident also that this feeling of protective nurturing was shared, with Mary and Roni gaining a feeling of security and trust from our close association. As we know from our language teaching, the learning process is greatly enhanced by an atmosphere in which risk-taking is felt possible. Confident that we were all working together (and in this I include the supportive language students as well) the trainees tried out new ideas and repeatedly practised techniques about which they felt apprehensive.

AND WHAT OF THE MODEL?

Being analytical about the activities which I have performed routinely for such a long time has led me to all kinds of interesting thoughts about my work. To begin with, I have a much healthier respect for the rigid format of the traditional PPP lesson than I used to have. Left alone in my classroom I now realise that I had headed off on my own tangent without reassessing what I was doing in an explicit or systematic way.

▶

UNCHARTERED WATERS.... ...REFLECTIONS OF A BEGINNING TRAINER

Watching my trainees struggle with the very fundamental components of the method, forced me initially to adopt an extremely orthodox approach, making a comparison between this and my usual modus operandi unavoidable and personally challenging.

Not only has this led to a renewed respect for the methodology. It has forced me to think through my strategies. I now support the use of the PPP model as a sound place for one to hang the proverbial hat; especially for the beginning teacher who can be assured that if, followed sensitively, it will allow the language students to experiment with the language focussed aspects of the syllabus in a realistic and communicative way (Gibbons, 1989). This is not to say that I am not mindful of all the valid objections that are raised against the PPP model. Recent Second Language Acquisition theory has much to contribute about Interlanguage, the natural order of language learning and the important role of unfocussed language exposure. Nevertheless PPP stands as a valid option for dealing with the focussed side of the syllabus.

Martin Parrot's response to Peter Grundy (1990) (see Bibliography) rightly points out in my view, that his "communication activities would provide a useful resource for language teachers, but neither a complete nor always appropriate language learning syllabus. To adopt this approach exclusively seems to have moved too far from the structural/functional basis that underlies the current model.

The use of a model in training is only a place to begin, a kind of comforting structure that can give direction to the newcomer. For many of us pursuing new experiences can be unsettling until a direction, some sort of handle on the situation, emerges to give structure to the unfamiliar territory. PPP provides such a structure with its rigid stages and predictable sequencing of most of the micro-skills needed for successful teaching. I do not feel it unreasonable that although we as experienced teachers may move away from its rigid structure, we should consider it a valuable platform from which to launch the beginning teacher into their career.

Safe within the confines of the format, I watched Mary and Roni grapple with the other issues which face us daily, never being allowed to fall too far off the track but always being pulled back by the constraints of the next stage in their lesson plan. For example, when giving an entire PPP demonstration lesson of her own, one of the trainees lost sight of her focus during the initial exploitation of the dialogue. Unnerved, the lesson progressed despite her rather than because of her. She had regained her composure by the Production, but the lesson was considerably below her usual standard. I feel quite sure that without the often practised structured stages of the PPP Model for her to cling to like a life raft, she may well have had a truly disastrous experience rather than a mildly disappointing one.

I am now also far more certain of the idea that what we do in the classroom each day has more to do with skill than instinct. Statements like: "You can tell she's a good teacher" or "Good teachers are born not made" used to seem indisputable. Blissfully unaware that I had actually learned a lot of my craft, I was surprised at first to see how slow the conversion from non-ESL to ESL has been for two already competent teachers. Techniques that seem so obvious to me, (like teaching language in context or choosing natural language) have had to be pointed out many times.

Granted, some people think more easily along these lines than others, but the process of language teaching is far more teachable than I had believed it to be.

Another fuzzy spot had been the need to distinguish between teaching and learning. It came only from watching novices concentrating so hard on what they were doing that they seemed unable to hear student contributions or student error, that I realised that a large part of our time in the classroom is spent in monitoring what is happening on the students' side of the room so as to pre-empt our teaching choices. Mary and Roni were initially unable to focus on the other side of the room; they were still dependant on pre-scripted questions and instructions. This led them into a very inflexible position, which while safe, often seriously detracted from the potential quality of the lesson.

BACK TO MY CLASSROOM ....

Will this experience be of value to me in the classroom? I certainly hope so! I have had to articulate the nitty-gritty things - like why it's useful to put a dash for each word in a cloze in some situations but not in others; whether to write words on the board or force more careful listening. As a result, I have been compelled to consider my own teaching more carefully. Even if I eventually slide back into complacency, at least my approach will have been challenged and reassessed in a kind of cleansing process.

What has sobered me the most? Something trivial in a way - my trainees took one of my favourite vocabulary techniques and without so much as batting an eyelid, adapted it in a very clever way that had never occurred to me. The technique may have been trivial, but the lesson was not - learning is very much a two way process; I had expected to learn a great deal from this experience, although not directly from the trainees themselves.

When I add to that, the list of things I would do differently with my next pair of trainees, I realise that, as usual, it's

going to be a long but refreshing climb up the learning curve!

NOTES

[1]SYDNEY ENGLISH LANGUAGE CENTRE (120 hour pre-service teaching) Certificate in Adult TESOL.

[2]The "Presentation, Practice, Production" sequence commonly used in language instruction. For more information see: GOWER, R. and WALTERS, S.: *Teaching Practice Handbook: a reference book for EFL teachers in training*. Heineman. 1983. pp 60-116.

[3]INTERNATIONAL HOUSE ENGLISH COLLEGE 40 hour Certificate in TESOL Teacher Training and Course Leadership conducted once a year at International House, Sydney, by Ruth Wajnryb.

BIBLIOGRAPHY

ELLIS, R. (1985) *Understanding Second Language Acquisition*. OUP.

GIBBONS, J. (1989) "Instructional Cycles." in *English Teaching Forum*, July 1989.

GRUNDY, P. (1989) "Gone to Teachers Everyone" in *The Teacher Trainer*, vol. 3 no. 2 Summer, 1989

(1989) "When Will They Ever Learn?" in *The Teacher Trainer*, vol. 3, no. 3, Autumn, 1989.

PARROT, M. (1990) "A Critique of a critique" in *The Teacher Trainer*, vol. 4 no. 1, Spring 1990.

WAJNRYB, R. (1989) "Is PPP Passé?" in *The Elicos Association Journal*, Autumn, 1989. Vol. 7, no. 1

* (This article was accepted in 1990. It was then "delayed" down the back of a filing cabinet until 1992! Although it's now some time since Julie wrote it, we both agree that the feelings in it are still relevant to starting trainers. Ed.)

! NEWS !

RELC Regional seminar on language for specific purposes: problems and prospects, Singapore, 19-21 April 1993. Information from SEAMEO Regional Language Centre, 30 Orange Grove, Singapore, 1025.

INTERVIEW

John Morgan was interviewed in Greece by Irene Theotokatou after appearing as a guest speaker in Thessaloniki. The interview is reprinted here with permission from TESOL Greece.

I. You were saying before that your main interest at the moment is Teacher Development.

J.M. That's the jargon phrase. I don't know whether I like the phrase Teacher Development, but I would like to use something other than Teacher Training because both for me, and I think historically Teacher Training has seen teaching as a skill where techniques and methods, together with the subject matter of whatever the teacher is expected to teach, are controlled by the course. That is necessary, but it is not sufficient. A teacher needs to discover quite a lot about herself and needs to not just have experience, but needs to analyse and work on that experience to see whether her teaching is something which fits her, which gives her satisfaction and which enables her to behave naturally when she is in the classroom situation. Something that disturbs me, for example, is that many teachers change dramatically at the point where they enter or leave the classroom. I don't say that this is in itself a bad thing, but that it's very likely to be so dramatic out of discomfort and insecurity or frustration within the teacher, and these negative feelings can affect her teaching, can communicate themselves to the student, can build up over the years. I think, now, it is possible to catch teachers when they're young, or to work with teachers who have been working for a long time, on Teacher Development courses which are asking the questions: How are you in the classroom? What are your models? How did you arrive at these models? It may be necessary to look at the experience that the teacher had when SHE was a child, when she was a learner, and to consider the memories, the pictures that she has of teachers, which together form her idea of what a good teacher ought to be. Can I give an example?

▶

INTERVIEW

I. Please do.

J.M. I was on an in-service training course in July in Czechoslovakia. I was working with a group of Czech secondary school teachers. At the end of a session in which I was demonstrating and asking teachers actually to work through certain classroom techniques - it was drama work, in fact - one of the teachers said to me, "I enjoyed the session, but I can't use this way of working with my students." I said, "Why?" "Because the conditions are wrong." We had time so I got her to talk more about it. "The conditions are wrong because there are too many students, because we don't have space to move, because other colleagues would think I was not teaching ..." and a set of reasons I'm sure are familiar to you. They are to me. This is an example but it's happened many times. I asked her, "What is it about the classroom and the number of students that would prevent you doing activities of the type that I've just been showing you?", and she said, "I think it would get out of control. Once things begin like that, I don't know how they're going to end." We had a long conversation the burden of which was that she felt insecure in the classroom, that she was not confident of her ability to relate to other people. She spoke to me about her friends, her sister, about her family and it seemed to me to be clear that in the classroom she was able to create a world over which she had more control than in her own life. Normally I am not in a position to ask people questions like that, none-the-less, I think it should be possible for teachers to explore themselves in that way, because the real answer to the question "How can I do this in the classroom?" doesn't lie in the classroom. The answer lies in the teacher, in the teacher's own personality. I think that's important.

I. What advice can you give teachers about where to begin working on this area themselves?

J.M. Well, I don't think I can give advice. I don't think that that's what's needed. But the question which constantly I ask myself in my work is, "What are my reasons for doing a particular thing in the session I have animated or the class I have given?" I answer the questions in terms of what I get out of it, and that's not a selfish question because, ultimately, the motives for behaving in a certain way in the classroom are to do with my own particular personal needs. Now, one of MY personal needs is to give confidence and help to the weak and insecure students, and in my Teacher Training work, the teachers who lack confidence, who have weaknesses either in behaviour or in language. The first answer would be that I did such a thing in order to assist that student or that teacher, but underneath that is the question, "Why did I, John Morgan, address myself to these particular people?". The answer has got to lie in my own experience, that I believe myself to have been a fairly unsuccessful language learner. I identify with the weak ones. My own reasons for coming into English teaching are not very honourable ones. I'm an English teacher because I wasn't good enough to be a German teacher. Not that I didn't have the qualities to be a teacher, that wasn't known. Simply that my spoken German wasn't good enough. It was my intention to go and spend a year in Germany to improve my German and become a German teacher. Instead I got married, I had children, and I actually found that the second best job, which was as a teacher in a language school in Cambridge, was very absorbing and I loved it. That doesn't let me escape from my own weakness ... There is no way that a teacher can look at a group of learners and exert equal influence or feel equal responsibility towards the whole group. I think we must recognize that our attention is going to be diverted and we need to understand why our attention focuses on particular types of students. Once we realise that, we can compensate for it or we can understand ourselves better and change perhaps our views of what we do. Does that make sense to you?

I. Yes. The whole idea, then, is that by discovering things about yourself you become better at teaching others.

J.M. I don't think we can make a simple equation: because I understand myself I am a better teacher. I don't think that's correct, but I think that in order to be a better teacher I have to know why I'm teaching in the way I am, and I can't understand why I'm teaching the way I am until I've understood myself better.

I. I think a lot of people go to conferences or even read the newsletter and they want some kind of recipe for good teaching, things they can take away with them and directly apply in their teaching situation. Am I right in saying that what you're indicating is that you should concentrate not so much on the activities but on how YOU can do the activities?

J.M. I think the recipe, the activities, the designs for activities that we learn at conferences like these are very important, but I don't think they're sufficient. I think we need to discover ways of transforming these activities so that they become our own. A case in point was today when Marissa was giving her 'Story Machine'. The format of the machine appealed to me strongly, the way in which she used it didn't. I enjoyed it as a surrogate student, but I couldn't look at Marissa and see John Morgan working in that way. John Morgan would work in a different way. Now what I have to do is take that activity which I recognize as valuable and incorporate it into my own way of teaching.

I. To go back to something you talked about earlier to do with teachers feeling insecure in the classroom. You mentioned specifically insecurity about language. Now I think a lot of Greek teachers are in a situation where they are teaching

something which is not their native language, and they quite possibly feel some of this insecurity. How would you help a teacher like that to try and overcome that insecurity?

J.M. That would depend on the teacher. One thing I might say is, "What are your aims in teaching English to this particular group of students? What quality, performance, use, context of English would you expect from them at the end of your teaching them?" If the answer is to give them the ability to communicate with other people for whom English is a world language, then your use of English, providing it is within certain limits acceptable and accurate, IS the English language. The English that is spoken by a Greek to a French person, to a German, a Greek to an English person even is whatever that person chooses to make of it, providing it is accessible to the other. You are not yourself British or North American or whatever. You are not trying to impersonate a native speaker, and neither will your students be. If you have a Greek accent when you speak English, you have a Greek accent because you ARE Greek. There is no reason to consider this inferior for this purpose. But on the other hand, if you are trying to turn your students into copies of British people, if they're going to be spies or actresses or something, then your English is insufficient, and that is a job that should be done in another context by somebody else. That would be one way. It would depend on the person I was speaking to. Another way would be to say, "In what respect is your English inferior, inadequate? How do you fall short of the goals you set yourself?" They might say, "Well, I make mistakes in grammar." "In what areas of grammar do you make mistakes?" and we might talk about that and discover that these are pseudo-problems, distinctions that the teacher is trying to make that, in fact, native speakers wouldn't make, or they are problems at a very remote, esoteric level that don't affect the language they are teaching. They might say "Well, my English is narrow. Where I feel British people have a choice of a dozen things to say, I can only find two ways of saying it." "Start by teaching your students those two ways so that at least they have some way of saying it in English." On the other hand, a teacher may actually be performing in English at a level which objectively is insufficient to the job. I think one has to be very honest and say, "Your limitations are very grave, and perhaps you need to work much more on your English." There's no point in building somebody's confidence up falsely. Is that a good answer to your question?

I. That's a very good answer, thank you.

John Morgan has co-written a number of books with Mario Rinvolucri (e.g. 'Vocabulary', OUP, 'Once Upon a Time', CUP and 'The Q Book', Longman) and has contributed a wonderful section to 'The Recipe Book', Longman 1990, edited by S.Lindstromberg.

LANGUAGE DOMINOES*

by Sara Walker

For a full rationale of the use of games in teacher training and development, please see "The Teacher Trainer", Volume 4, Number 3. For the first four sets of language dominoes, please see Volume 6, Number 2.

How to make domino games

1. Use a large sheet of paper or card.
2. Divide the sheet into 16 squares.
3. Write the first half of the first domino in the square marked 1 (i.e. the second square from the left), and the second half in the other square marked 1. Follow the numbering until you reach the bottom right hand square (no.16). Finish the last domino in the top left hand square.
4. If you want more than one set, photocopy your game before you cut it up. Stick the copies on card, and cut first down the centre vertical line, then across each horizontal line.
5. Give these instructions to your trainees and invite them to make their own dominoes.

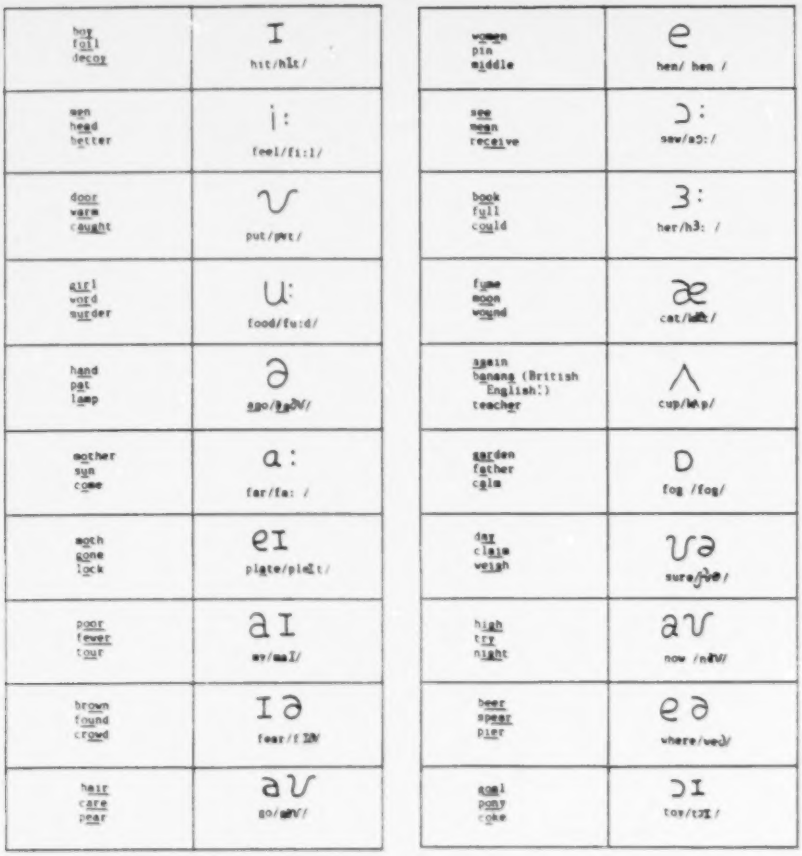
16	1	1	2
2	3	3	4
4	5	5	6
6	7	7	8
8	9	9	10
10	11	11	12
12	13	13	14
14	15	15	16

The final set of dominoes below is designed to help teachers in training with phonetic symbols and words containing the sound.

▶

LANGUAGE DOMINOES*

Acknowledgement:
I first came across language dominoes* in Grammar Games by Mario Rinvolucri - a book which influenced this whole series of TT games.



Have You Read?

Training Foreign Language Teachers - A Reflective Approach - by Michael J Wallace (1991) CUP

This book is based on Schön's model of the teacher as the "Reflective Practitioner".

Knowing little about Schön, I read Wallace's book with interest. The basic assumption underlying the book is that it is important to have a clear, coherent rationale for foreign language teacher education, the rationale suggested here being the "reflective approach". A key element of this approach is the trainee/ practising teacher reflecting on classroom practice with the help of particular techniques. Schön and Wallace see this reflection as crucial in developing long-term professional competence.

Before going any further, I should mention that my job involves working on R.S.A./ Cambridge Certificate and Diploma courses in T.E.F.L.A.* and thus, I read this book with the aim of seeing what insights I could gain to help develop these particular courses. The chapters that I felt would be of particular relevance were those on input styles, observation and supervision.

Chapter 3 in the book explores how "received knowledge" - ie. the input of new ideas - can be transmitted, and Wallace argues that a variety of input styles needs to be adopted to appeal to different learning strategies. Drawing from Parker and Rubin's work who argue that the key aspects of the academic process are acquisition, reflection, application and evaluation, Wallace provides a comprehensive breakdown of different teaching and learning modes ranging from lectures to buzz and cross-over groups which would serve to satisfy these key elements in the process. Generally, I found this chapter provided a useful summary of input styles.

Chapter 5 focuses on classroom observation which is central to the reflective approach i.e. how reflection on classroom practice can lead to professional development. In

* These courses are for pre-service and in-service native speaking teachers of English as a foreign language to adults.

the chapter, the author provides an interesting account of different observation systems. He starts with discussion of full-blown scientific data-based models, such as Sinclair/Coulthard's hierarchy of analysis (Lesson - Transaction - Exchange - Move - Act). As a contrast to these rather rigid time-consuming approaches, Wallace mentions a more flexible system in the "ethnographic" approach whereby an informed outsider observes a class over a period of time, and then, having identified areas of weakness, devises an appropriate form of data collection.

Having spent several pages outlining these models, Wallace admits that these approaches would seem to be unwieldy for the practising teacher and ends with something more accessible which he calls the "ad-hoc" approach, i.e. devised for a particular purpose. Here, the trainer devises his/her own data-based observation system depending on the purpose e.g. study of types of questioning employed by a teacher with a reading comprehension.

All in all, I found this chapter rather disappointing since if, as Wallace admits, the full-blown systems are unrealistic for a practising teacher, why devote so much time to them? Why not spend proportionately more time in the chapter discussing and illustrating realistic data-based observation tasks that a teacher might be able to use?

Moving on to supervision in Unit 7, Wallace contrasts a 'prescriptive' approach to supervision with a 'collaborative' one. In the prescriptive approach, the supervisor is seen as an authority figure who adopts a judgemental attitude towards the lesson observed. With a collaborative approach, the supervisor, and the trainee, as implied in the name, are seen as colleagues, and the former reacts to the lesson in the light of what he/she thinks the trainee is attempting to achieve; thus, the supervisor does not impose his/her agenda on the discussion. Wallace quotes Cogan's 8-phase cycle which involves the teacher and supervisor planning the lesson together and then, post-observation, analysing the events either separately or together. This is followed by the "conference" and finally, a return to the beginning of the cycle for the next stage of planning.

However attractive this approach might seem, it again would appear to be unrealistic time-wise in the majority of teacher education situations. A more realistic and accessible model is provided towards the end of the chapter in Bowers' 6-phase pattern known as Horace, which stands for Hear - Observe - Record - Analyse - Consider - Evaluate.

My feelings, having read this chapter, are similar to my reactions at the end of the observation chapter in that I felt somewhat let down. If the full-blown clinical approach is not really feasible, why spend so much time discussing it? Why not explore Bowers' more realistic model in more detail?

To conclude, I found the book interesting and informative and the general spirit of the reflective approach appealing and common sense. I particularly liked the "practise what you preach" approach of asking the reader to reflect personally at frequent points throughout the book on the ideas being expressed. The particular strength of the book lies for me in the very clear and well expressed development, and in the very digestible 'potted' accounts of models and theories. Ironically, for me personally, within this strength also lies the main weakness that, in providing this accessible overview of current thinking and research, Wallace perhaps falls between two stools in not exploring sufficiently the models that are more realistic and practicable for the practising teacher and teacher trainer.

However, I realise that in expressing a personal view on the book, I have done so from the narrow, selective viewpoint of my particular teacher training situation, and thus may not have done full justice to the author who has adopted a wider perspective in his discussion.

Andy Caswell,
Director of Teacher Training,
Hilderstone College, Kent

PUBLICATIONS RECEIVED

Of special interest or relevance to teacher trainers are:

The Standing Conference on Educational Development (SCED) Papers and Higher Education Research and Development Society of Australasia (HERSDA) Green Guides available from SCED, 69 Cotton Lane, Moseley, Birmingham, B13 9SE. Some 75 papers and guides are available. All of them are designed to assist the personal and professional development of lecturers and educational developers. They are all written in accessible English, are short, practical, realistic and inexpensive. The ones I looked at more closely and shared with some visiting professors were:

▶

PUBLICATIONS RECEIVED

• Twenty terrible reasons for lecturing - a refutation of the traditional reasons given to justify lecturing and a search for the real reasons behind this teaching style.

• Learning from learners - students describe their reactions to particular courses, and the difficulties they encounter. A view, thus, from the clients' side.

• 31 ideas for staff and educational development - a collection of practical, pithy ideas in straightforward language.

• Rewarding excellent teachers - ideas drawn from Oxford Polytechnic and the W. Australia Institute of Technology. I know of no other collection of papers on this subject.

• Self and peer assessment - a collection of 10 papers applying the idea of self and peer assessment to lecturers, students, groups and individuals.

A very interesting set of guides and papers.

Children in action by Carmen Argondizzo (1992). Prentice Hall. ISBN 0-13-131467-X. Very good to see this creative, experienced teacher in print! The book is for mono and multi-lingual groups of young learners, beginners to advanced. The aim is to use natural strategies from L_2 acquisition (such as silence, repetition, nonsense babbling, L_1 response to L_2 stimuli, telegraphese etc) in the F.L. classroom. The short, lively recipes are divided into 6 sections: 'Get together activities', 'Games children like to play', 'Educational activities', 'Time for reading', "... for writing" and "... for rewards".

Evaluating second language education eds J.C. Alderson and A. Beretta (1992) CUP ISBN 0-521-42269-8. A series of 8 frank case studies illustrating the empirical strengths and limitations of qualitative and quantitative approaches to evaluation and the value of combining them. There is an editor's postscript after each case study so linking them together and to the guidelines for evaluation at the end. The case studies include varied pieces on Bangalore, data from UCLA, 'participatory' and 'independent' evaluation, evaluation of input-based programmes and of classroom interaction.

TEACHER TRAINING 1993

● Hilderstone Preliminary Certificate
● Courses for overseas teachers of English

Why Hilderstone?
● Small groups
● Highly experienced teaching staff
● Reasonably priced accommodation

For details write to:
Teacher Training, (Dept. TT)
Hilderstone College, Broadstairs
Kent CT10 2AQ, England

Tel: 0843 69171
Telex: 966182 THANET G
Fax: 0843 603877

HILDERSTONE COLLEGE

Free! 101 USEFUL CLASSROOM ACTIVITES

Fill in the form to receive a free copy of Issue One of THE LANGUAGE TEACHERS' DEVELOPMENT MAGAZINE

10 Ways to Get Silence
10 Ways to keep to the Target Language
10 Ways to Grammar Using Total Physical Response
10 Techniques to improve Pronunciation
10 Techniques to improve Intonation
20 Ways of using visuals plus 16 visuals
10 Techniques for Pairwork
10 Computer Grammar Activities without Computers
10 Lesson plans in one sentence plus 10 tips

Name .....
Address .....
.....
.....
..... Country .....
Number of copies
(e.g. for colleagues) .....

Please send me LTD Issue One Teacher Trainer offer

BEST COPY AVAILABLE

British Council International Specialist Courses

Training pre-service EFL teachers: a hands-on experience for trainers
30 August - 10 September 1993, Canterbury

Director of Studies: **Tessa Woodward**, Lecturer in EFL, teacher training and trainer training programmes, Pilgrims Language Courses and Hilderstone College.

This course offers teacher trainers an opportunity of hands-on practice with a group of British people wanting to take their first steps in teaching EFL, followed by tutorial input relevant to practice session activity.

This course will be relevant to the following:

- teachers who are committed to becoming trainers or who already have a supportive, helping role with teachers;
- lecturers involved with the practical side of pre-service training in teacher training colleges and universities;
- heads of department with training responsibilities for their staff, especially the induction of new members of staff;
- inspectors with training responsibilities.

There are vacancies for 24 participants.

Course fee: to be announced.

Teacher supervision and appraisal for ELT
12-24 September 1993, Edinburgh

Director of Studies: **Mike Wallace**, Senior Lecturer, Scottish Centre for Education Overseas, Moray House Institute of Education.

The issues of teacher supervision and appraisal have never been more critical than they are today. The whole rationale of teacher education and teacher development is under review. In every educational context, teachers are expected to be more accountable to the public. At the same time, there is a movement within the profession for increased professional autonomy and personal responsibility for development. Traditional methods of supervision are perceived by many to be inflexible and ineffective. Appraisal can be yet another stick to beat a demoralised profession, or a means to raise the standard of performance in a positive and helpful way. This course is intended to throw some light on these and related issues, and to come up with relevant and practical outcomes. The course will be of interest to experienced teacher trainers, supervisors, inspectors and managers/administrators with a special interest in teacher appraisal.

There are vacancies for 30 participants.

Course fee: to be announced.

The British Council

Further information and application forms are available from your local British Council office or from Courses Department, The British Council, 10 Spring Gardens, London SW1A 2BN

Language International

The magazine for the language professions

Edited by Geoffrey Kingscott, Nottingham, UK

Language International is a bi-monthly magazine for the language professions, which keeps you informed of what is happening in the language world.

Language International is geared to the practical needs and interests of language teachers, translators, interpreters, lexicographers, terminologists and those, whatever their calling, who have a professional interest in languages. An international editorial board of people active in languages ensures reporting from all corners of the world.

What can you expect to find in ***Language International***? First of all, news notes and reports of what is happening in languages, giving a wide variety of angles and opinions. Secondly, each issue contains a comprehensive cumulative listing of forthcoming language activities. Thirdly, feature articles and interviews which are carefully chosen for their relevance of interest. And fourthly, useful information for the language professional, including reviews of new publications and software, and listings of essential information in the language field.

Language International's classified section and appointment advertisements offer a forum for a lively exchange of work and knowledge for companies and freelances.

Language International builds on two strong convictions which most of our readers will share. One is that the post-industrial age into which mankind is moving will be the Age of Information, that is to say information in all its guises will be the most valuable resource of all; language processing is a major element of information processing, and linguists must be in the forefront of developments. The second is that while increased specialisation is inevitable, all language professionals do have interests in common, and they need a journal like ***Language International*** which keeps them informed of developments in related fields.

In addition to its professional and vocational information, ***Language International*** will also reflect something of the fascination of language and communication.

48 pages per issue - 6 issues per year

Selected articles from Volume 3:

Anglicisms in German car documentation (Sverre Vesterhus)
At-home foreign language courses (Mary Hayet)
European translation network (Andrew Joscelyne)
How to buy in translation work (Geoffrey Kingscott)
Terminology: between meaning and language (Jean Datta)

Subscription rates for 1992 (Volume 4, 6 issues), postage included (airmail)

	NLG	UK£	US$
Private*	100,--	30.00	57.00
Institutions	160,--	47.00	91.00

£ prices only valid for UK residents; $ prices only valid for USA residents.

Other currencies accepted according to current exchange rates to the Dutch Guilder.

* Private subscriptions must be prepaid, and ordered directly from the publisher.

JOHN BENJAMINS PUBLISHING COMPANY
P.O.Box 75577 · Amsteldijk 44 · 1070 AN AMSTERDAM · Netherlands · Fax +31-20-6739773

db

BRING YOUR TEACHING TO LIFE!

PILGRIMS COURSES FOR TEACHERS AND TEACHER TRAINERS 1993

Pilgrims, pioneers of modern and progressive teacher training, are offering a rich variety of courses that will bring your teaching to life this summer.

There will be a wide variety of courses to choose from held at the University of Kent at Canterbury, such as.

- ENGLISH FOR TEACHERS
- PRACTICAL METHODOLOGY FOR:
  - Basic teaching skills
  - Teaching young children
  - Teaching adults
  - Teaching business and professional people
- APPROACHES TO TRAINING
- NEURO LINGUISTIC PROGRAMMING
- ACCELERATED LEARNING
- SUGGESTOPEDIA
- THE CREATIVE TEACHER
- THE TEACHER AND TRAINER DEVELOPMENT WEEK

And if you bring a group of language students with you, we can offer you a FREE course!

Special groups

If these courses don't cover all your needs or the dates don't suit you, please contact Judith Baker who will be happy to tailor make a group course.

We'll come to you

If you can't come to Canterbury, we'll come to you. We can send out trainers to run special workshops tailored entirely to your requirements.

Teresa Thomas
Pilgrims Language Courses
8 Vernon Place
Canterbury
Kent CT1 3HG
England
Telephone: 227 762111
Facsimile: 227 459027

Pilgrims

BEST COPY AVAILABLE

NEW EXAM TITLES FROM LONGMAN ELT

Publication Autumn 1992

CAMBRIDGE CERTIFICATE IN ADVANCED ENGLISH

CAE ADVANTAGE

ROY KINGSBURY, FELICITY O'DELL AND GUY WELLMAN

A major course to prepare your students thoroughly and systematically for all five papers of the CAE

- Includes authentic reading and listening material
- Sophisticated and motivating, for advanced learners
- Suitable for post-FCE work

Already available by the same authors:

Longman Practice Exams for the CAE

Four complete exams based on the new exam

CAMBRIDGE CERTIFICATE OF PROFICIENCY IN ENGLISH

PATHS TO PROFICIENCY

HELEN NAYLOR AND STUART HAGGER

A fresh approach to preparation for the five papers of the Cambridge Proficiency exam, which allows students and teachers to tailor their own programme of study.

- Clear and accessible modular approach
- Suitable for self-study
- Strong focus on vocabulary work
- Ideal for all students at very advanced level
- Separate book of practice exams (with cassette) - *available 1993*

LONGMAN ELT

For further information about examination materials from Longman ELT, contact:
The Marketing Department, Longman ELT, Longman House, Burnt Mill, Harlow, Essex CM20 2JE U.K.

BEST COPY AVAILABLE